DOCUMENT RESUME

ED 148 059 EC 103 367

AUTHOR	Siegel, Marshall H.; And Others
TITLE	Parent Training: Speech, Language, and Hearing: Final, Two-Year Report.
INSTITUTION	Montgomery County Intermediate Unit 23, Blue Bell, Pa.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
BUREAU NO	48-74004H-46
PUB DATE	Aug 77
NOTE	101p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Aurally Handicapped; Elementary Education; *Language Handicapped; *Parent Education; *Program Descriptions; *Program Planning; *Speech Handicapped
IDENTIFIERS	Final Reports

ABSTRACT

The final report describes a 2-year parent education project for parents of speech, language, and hearing impaired children. The major objectives of the project are said to include development and implementation of a parent training program and writing of a curriculum manual. Program summary information is provided on 14 aspects, including personnel, participants, evaluation procedures, project outcomes, and dissemination activities. Representative responses on the attitudinal reaction and factual knowledge instruments are detailed. Among nine appendixes are sample agendas and content handouts for parent meetings, and examples of local dissemination efforts. (CL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148059

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PARENT TRAINING:

SPEECH, LANGUAGE, AND HEARING:

FINAL, TWO-YEAR REPORT

(Project Number 48-74004H-46)

(July 1, 1974, to June 30, 1976)

by

MARSHALL H. SIEGEL, SUSAN GLUCK,

BARTON B. PROGER

August, 1977

MONTGOMERY COUNTY INTERMEDIATE UNIT 23

DENNIS U. HARKEN, PH.D., EXECUTIVE DIRECTOR

STEVEN BANKS, PH.D., DIRECTOR OF SPECIAL EDUCATION

BARTON B. PROGER, ED.D., COORDINATOR OF
FEDERAL PROJECTS IN SPECIAL EDUCATION

MARSHALL H. SIEGEL, PROJECT DIRECTOR

SUSAN GLUCK, PROJECT CLINICIAN

EC 10336 7

PARENT TRAINING:

SPEECH, LANGUAGE, AND HEARING:

FINAL, TWO-YEAR REPORT

(Project Number 48-74004H-46)

(July 1, 1974, to June 30, 1976)

by

MARSHALL H. SIEGEL, SUSAN GLUCK,

BARTON B. PROGER

PROJECT SPONSORED BY:

Montgomery County Intermediate Unit No. 23
Special Education Center
1605-B West Main Street
Norristown, Pa. 19401

ACKNOWLEDGEMENTS

The Project is indebted to a number of individuals at the state level for their continuing support and advice throughout the period of operation:

Caryl Kline, Secretary of Education
Dr. Gary Makuch, Director, Bureau of Special and Compensatory Education
Dr. William F. Ohrtman, Chief, Division of Special Education
Ms. Elaine Gilvear, Coordinator, Federal Programs
Mr. Carl Thornton, Federal Program Specialist
Robert Warkomski, Adviser, Speech, Hearing and Language
Mrs. Mae Everhart, Administrative Assistant, Division of Program Planning and Development
Robert Piatt, Special Assistant Intermediate Units, Office of Basic Education
Dr. James Blair, Chief (Acting) of Program Planning and Development
John Resetar, Basic Education Associate
John Billman, Title IV-C and Title III Regional Representative

At the local level, appreciation is extended to the following individuals who have given freely of their time and ideas in helping guide the project to a successful conclusion:

Dr. Dennis U. Harken, Executive Director
Dr. Lester Mann, former Director of Special Education and Principal Investigator of Project
Dr. Robert H. Leiss, Assistant Director of Special Education
Mrs. Janet McBride, Associate Project Director
Ms. Susan Gluck, Project Clinician
Ms. Judy Landis, Project Clinician
Mrs. Janet E. Rambo, Secretary
Mrs. Judy A. Rizzo, Secretary
Mrs. Martha Marcho, Secretary
Ms. Virginia Schoenberger, Secretary
Mrs. Linda Pickard, Secretary

TABLE OF CONTENTS

DEBE-849 (4/71): Abstract-Narrative 1

Section I: Project Information 3

DEBE-1393 (7/74): Termination Summary Sheets 4

Section II: Program Summary Information 6

1. PROJECT PERSONNEL 7
2. ORIGINAL PROJECT OBJECTIVES 9
3. PARTICIPANTS/CLIENTELE 10
4. PROCEDURES, SERVICES, AND ACTIVITIES 13
5. EVALUATION PROCEDURES 18
6. FORMAL RESEARCH AND EVALUATION FINDINGS 19
7. PROJECT OUTCOMES 45
8. IMPLICATIONS OF PROJECT RESULTS 46
9. FACTORS RELEVANT TO SUCCESS 47
10. FACTORS RELEVANT TO SHORTCOMINGS 48
11. CONCRETE PROJECT OUTPUTS 49
12. DISSEMINATION ACTIVITIES 50
13. CONTINUATION OF PROJECT ACTIVITIES AFTER CESSATION OF FEDERAL FUNDS 51
14. EFFORTS BY OTHER AGENCIES TO ADOPT OR ADAPT PROJECT ACTIVITIES 52

APPENDICES

A FACTUAL KNOWLEDGE INSTRUMENT 53

B ATTITUDINAL REACTION INSTRUMENT 56

C EXAMPLE OF INVITATIONAL LETTER AND ASSOCIATED MEETING DETAILS 60

D AGENDA AND CONTENT HANDOUTS FOR PARENT MEETINGS 62

E EXAMPLE OF LOCAL DISSEMINATION (THIRD PAGE OF NEWSLETTER) . . 68

TABLE OF CONTENTS - 2

F EXAMPLE OF LOCAL DISSEMINATION (SECOND PAGE OF NEWSLETTER) . . 73

G EXAMPLE OF LOCAL DISSEMINATION (THIRD PAGE OF NEWSLETTER) . . 78

H EXAMPLE OF LOCAL DISSEMINATION (FIRST PAGE OF NEWSLETTER) . . 83

I OFFICIAL STATE-MANDATED SELF-EVALUATION AND ON-SITE TEAM EVALUATION RESULTS OF 1974-1975 88

Commonwealth of Pennsylvania - Department of Education

Local educational Agency Address: Project Director:	Montgomery County Intermediate Unit 6198 Butler Pike, Blue Bell, Pa. 19422 Marshall H. Siegel	State Project Number 48-74004H-46

ABSTRACT – NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

DEBE-849(4/75)

Title of Project:

Parent Training - Speech, Language, & Hearing

Funding:

Type	Period of Funding From	Period of Funding To	Amount of New Grant	F.Y. Source	Total Approved Budget Amount by Funding Period
New	7/1/74	6/30/75	40,000	1974	40,000
Cont.	7/1/75	6/30/76	35,000	1975	35,000
TOTAL					

Proposed Termination Date June 30, 1976 **Projected Funding Level for total project period** 75,000

TARGET POPULATION:

Parents with children who have a speech, language, and/or hearing impairment were to receive this parent training program. There were at the time of the project 3,572 children enrolled in the Montgomery County Intermediate Unit Speech, Language, and Hearing Program.

MAJOR OBJECTIVES:

The major objectives of this proposal were as follows:

1. To develop a program of parent training for the parents of speech, language, and hearing impaired children.
2. To implement a parent training program using the above material.
3. To print a detailed curriculum manual derived from the three-year project.

ACTIVITIES:

The major activity for this project was to develop and present a parent training program to parents who have children with a speech, language, and/or hearing impairment.

The project director and the project speech clinician began to develop and write the program. Inservice was provided to the Intermediate Unit staff of clinicians so that a coordinated effort was made to affect as many parents as possible. Inservice was also provided to the local school districts who initially participated in the field-testing of the pilot programs so that they kept informed of the objectives and could assist in recruiting parents. The project staff consulted with authorities in the various areas represented in educating parents to the issues surrounding speech, language, and hearing disorders. These consultants were nationally recognized authorities in the areas of school psychology, audiology, and speech pathology.

As part of the efforts to develop a systematic model program of parent training in speech, language, and hearing, an extensive bibliography was developed in these areas. In addition, the project also began to develop comprehensive resource materials on the state of the art in the triple-exceptionality areas.

EVALUATION DESIGN:

Apart from the state-mandated on-site evaluation visits, the project also arranged to obtain pre- and post-attitudinal feedback from parents who participated in the several pilot versions of parent training programs operated in the districts. This feedback provided both summative and formative reflections on not only how well the pilot programs themselves were designed to meet the parents' needs but also how modifications could be made to produce a final, optimal version of a training program.

Project Title: Parent Training - Speech, Language, & Hearing	State Project Number 48-74004H-46

FINDINGS TO DATE:

An extensive bibliography on the states of the art in speech, language, and hearing was completed. Resource materials that deal with professional functioning in each of these three areas were also extensively researched, edited, and compiled into a working draft of a document. Four intensive pilot training sessions of various alternatives in such parent training were carried at the district level.

Due to an unanticipated termination of funding for all Title III ESEA projects at the end of the 1975-1976 fiscal year, this project was unable to complete certain portions of its workscope. The working draft of the resource materials was not as definitive as it would have been, had the third year been allowed. The proposed methodology manual for running parent sessions could only be addressed in preliminary planning stages. Unedited, preliminary versions of the videotape materials were produced but not finished. The final, composite, procedural training model could not be completed.

DISSEMINATION PLAN:

The project intended to disseminate the procedural model for training; the resource materials in speech, language, and hearing states of the art; and the manual on how to conduct such parent training materials--to all appropriate staff members in speech, language, and hearing throughout the state. A brochure had also been intended to be sent out statewide to announce the project's purposes, brief results to date, and availability of materials. Illustrations of the types of problems in each of the areas of speech, language, and hearing were to be gathered from actual child cases, put into videotape format, and used in future parent training presentations.

PROGRESS TOWARD ADOPTION:

Since the conclusion of the second and final year of the project, the LEA has used the resource volume on the states of the art in speech, language, and hearing in other parent training settings. An intensive parent training series of presentations has been used in the LEA's preschool handicapped project for two years now. Other parent-oriented efforts have benefitted from this resource information.

Date completed or revised: 8/16/77	Completed by: Dr. Barton B. Proger	Phone: (215)539-8550

SECTION I

PROJECT INFORMATION

COMMONWEALTH OF PENNSYLVANIA - DEPARTMENT OF EDUCATION

TERMINATION REPORT - ESEA TITLE III

BEST-1393 (7/74)

INSTRUCTIONS: DUE DATE: 90 days after last grant period date. Complete and return report to ESEA Title III, Bureau of Planning and Evaluation, Department of Education, Room 501, Education Building, Box 911, Harrisburg, Pennsylvania 17126.

SECTION I - PROJECT INFORMATION

NAME OF LOCAL EDUCATIONAL AGENCY

Montgomery County Intermediate Unit #23

ADDRESS	ZIP CODE
6198 Butler Pike, Blue Bell, Pa.	19422

PROJECT TITLE	PROJECT TYPE
Parent Training - Speech, Language, & Hearing	☐ REGULAR ☒ SPECIAL ED ☐ GUIDANCE

PROJECT NUMBER	NAME OF IU IN WHICH LEA IS LOCATED	NUMBER (IU)
48-74004H-46	Montgomery County Intermediate Unit	23

CONGRESSIONAL DISTRICTS IN SERVICE AREA OF PROJECT

District #13

BRIEFLY SUMMARIZE THE PURPOSE OF THE PROJECT (BRIEF ABSTRACT)

The major objectives of this project were as follows: (a) to develop a program of parent training for the parents of speech, language, and hearing; (b) to implement a parent training program using the above material; (c) to print a detailed curriculum manual derived from the three-year project. Products to be disseminated statewide were to include a comprehensive procedural model of training parents; resource materials on states of the art in speech, language, and hearing; a manual on how to conduct the training sessions; a comprehensive bibliography in all areas; and a videotape illustrating children with the various disorders.

NAME OF PROJECT DIRECTOR (MOST RECENT)

Marshall H. Siegel (also Assistant Director of Speech and Hearing)

ADDRESS	ZIP CODE
Special Education Center, 1605-B West Main Street, Norristown, Pennsylvania	19401

NAME OF PERSON AUTHORIZED TO RECEIVE GRANT	POSITION OR TITLE	AREA CODE AND PHONE NUMBER
Dr. Dennis U. Harken	Executive Director	215-643-7600

ADDRESS	ZIP CODE
6198 Butler Pike, Blue Bell, Pennsylvania	19422

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT	DATE SUBMITTED
Dr. Dennis U. Harken Executive Director Dennis U. Harken	8/16/77

INDICATE DEGREE TO WHICH TITLE III PROJECT ACTIVITIES HAVE CONTINUED AFTER PHASE-OUT OF FEDERAL SUPPORT.

☐ ACTIVITIES NOT CONTINUED

☒ ACTIVITIES CONTINUED AT LESS THAN ORIGINAL PROJECT LEVEL

☐ ACTIVITIES CONTINUED AT SOME LEVEL AS ORIGINAL APROJECT

☐ ACTIVITIES CONTINUED AT GREATER OR EXPANDED LEVEL ABOVE ORIGINAL PROJECT LEVEL

IF THE PROJECT HAD PROJECT DIRECTOR(S) IN ADDITION TO THAT NAMED ABOVE, LIST BY NAME AND INDICATE DATES DURING WHICH EACH HELD POSITION.

None

IS THE MOST RECENT PROJECT DIRECTOR NAME NAMED ABOVE PRESENTLY A MEMBER OF LEA'S STAFF?	IF NOT, INDICATE HIS MOST RECENT KNOWN ADDRESS
[X] YES [ ] NO	N/A

INDICATE LOCATION OF PROJECT'S FISCAL AND PROGRAM RECORDS.

Speech, Language, & Hearing Program
Special Education Center
1605-B West Main Street
Norristown, Pa. 19401

and

Federal Projects Accounting Office
Main Administration Building
6198 Butler Pike
Blue Bell, Pa. 19422

LIST ALL GRANT AWARD LETTERS, INCLUDING AMENDMENTS TO AWARDS (INCREASES OR DECREASES INDICATED BY AN *.)

DATE(S) OF AWARD	AMOUNT	PROJECT BUDGET PERIOD		AMOUNT UNCLAIMED OR RETURNED
		FROM	TO	
6/28/74	40,000.00	7/1/74	6/30/75	$ 3,816.76
6/12/75	35,000.00	7/1/75	6/30/76	$ 3,132.23
				$
				$
				$

SECTION II - PROGRAM SUMMARY INFORMATION

(Summarize on separate sheets of paper in narrative form for entire life of project using following suggested outline)

1. List and describe the personnel positions of the project indicating the following: positions which were in effect throughout project's life, those which met special needs during only a portion of the project, part-time vs. full-time positions, use of consultants, para-professional and clerical staff.

2. State the purpose of your project in terms of its original objectives. If any deviations from the project's original objectives occurred, state the new objectives and explain why the changes were necessary.

3. Describe the participants/clientele of the project. What was the target group of the project's activities? How were the participants selected? Was the project for a single district? several districts? within a county? regional? Statewide consortium? Give approximate numbers of participants. Was there an identifiable indirect clientele? If in-service of teachers or other staff was a component, describe selection process for participants and whether in-service was done primarily in summer or during school year. Note also degree of non-public school involvement.

4. Specify the procedures utilized to attain the project's present objectives. (Include types or services and activities.)

5. Describe all evaluation procedures used during the life of the project. Similarly, describe any subsequent evaluation activities. (Do not include on-site evaluation.)

6. Describe any "hard data" that has resulted from evaluation activities of the project (i.e., research findings).

7. Specify the project's outcomes or results in order of importance.

8. Discuss the implications of the project's results as they relate to your LEA; to education in general.

9. List the most prominent factors pertinent to the project's successes in order of importance. Explain.

10. List the most prominent factors pertinent to the project's shortcomings in order of importance. Explain.

11. List the "concrete" outputs of the project, i.e., did the project produce curriculum guides, a manual for implementing new teaching strategies, resource collections, evaluation instruments, or any other tangible products capable of being shared with other interested persons. As part of your response, include your annotated bibliographies of instructional and curriculum materials and audiovisual programs.

12. Discuss dissemination activities; disregard activities of a strictly public relations nature aimed at the general public; relate only those activities which were intended to promote diffusion of the project's methods or design to other districts or which resulted in other educators seeking information on how to implement your project in their district.

13. Discuss continuation of project activities after withdrawal of Federal support. Include description of strategies used by project personnel to assure continuation.

14. Describe efforts by other districts or Intermediate Units to adopt or adapt in whole or part activities developed by this project.

SECTION II

PROGRAM SUMMARY INFORMATION

1. PROJECT PERSONNEL

Project Director: Marshall H. Siegel, 7/1/74 - 6/30/76
Responsibilities: direction of personnel fiscal management, project administration, Special Education personnel in-service.

Associate Director: Dr. Robert H. Leiss, 7/1/74 - 6/30/76
Responsibilities: served as liaison with district administrators as well as coordinating efforts of project among other areas of Intermediate Unit.

Associate Director: Mrs. Janet McBride, 7/1/75 - 6/30/76
Responsibilities: providing expertise in the areas of language disorders and hearing impairment.

Project Speech Clinician: Ms. Susan Gluck, 1/23/75 - 6/30/76
Responsibilities: literature search coordination, curriculum development, technical editing, Special Education personnel in-service.

Project Speech Clinician: Ms. Judy Landis, 3/17/75 - 6/30/75
Responsibilities: intensive literature searching and producing precises of relevant documents.

Project Secretaries: Mrs. Martha Marcho, 7/18/75 - 12/30/75
Mrs. Linda Pickard, 1/1/76 - 6/30/76
Responsibilities: literature cataloguing, purchasing, bookkeeping, correspondence, general typing, travel arrangements for in-service presentations.

Contracted Services: E. Joseph Reichle, 4/26, 27, 28 (½ day)/76; 5/20, 21/76; 6/10, 11 (½ day), 12, 13, 14, 15/76
Responsibilities: assisted in implementation of in-service and reviewed state-of-the-art materials; provided resource information on other similar efforts and literature in this field.

Dr. Harvey Mandel, 5/6/75
Dr. Kenneth Moses, 6/16/75
Dr. Ronald Sommers, 6/17/75
Dr. Virginia Heidinger, 6/18/75
Dr. Margaret Byrne, 6/19/75
Ms. Laurie Buchaltes, 6/20/75
Ms. Susan Marks, 6/20/75
Dr. Daniel Boone, 5/27, 28, 29 (½ day)/75
Dr. David Yoder, 5/27, 28, 29 (½ day)/75
Dr. William Healey, 6/5, 6/75

Contracted Services: (Continued)

Miss Verna Yates, 6/5, 6/75
Dr. Louise Kent, 10/14/75
Mr. Stanley Dublinske, 2/15 (½ day), 16/75
Responsibilities: assisted in implementation of in-service and reviewed state-of-the-art materials.

Mr. William Wartman, 1/1/76 - 6/30/76
Responsibilities: editing and rewriting project materials.

Sister Maureen Welsh, 4/23, 24/75
Dr. Curtis Rohm, 4/12, 13/76
Mr. David Faber, 4/12, 13/76
Responsibilities: evaluation of project.

2. ORIGINAL PROJECT OBJECTIVES

Project No. 74004H-46 was intended:

A. To develop a program of parent training for the parents of speech, language, and hearing impaired children.

B. To implement a parent training program using the above material.

C. To print a detailed curriculum manual derived from the three-year project.

3. PARTICIPANTS/CLIENTELE

The ultimate thrust of this project was to produce and disseminate a series of materials statewide that assist special educators working with speech, language, and hearing problems, in running parent training sessions. The key goal of this training was to enable the parents to assist in the therapeutic process. The materials that were to be produced by this project to aid in such parent training were to include a resource document on the states of the art in speech, language, and hearing; a videotape illustrating typical problems in children in these areas of special needs; a manual on how professionals in these areas can implement parent training programs; and a comprehensive bibliography of other resources in these areas. The project had intended near its conclusion in the third year (1976-1977) to carry out a multiplier strategy through the Commonwealth of Pennsylvania. Specifically, the project intended to send the complete array of materials to an appropriate representative of speech, language, and hearing programs in each of the 29 Intermediate Units. In turn, such representatives could have trained their own speech, language, and hearing staff and would have fostered the use of such training techniques by these personnel. In addition, this information would have been shared in similar fashion by these Intermediate Unit representatives, with appropriate members of the nonpublic and approved private school sectors and with local school districts which employ their own staff in speech, language, and hearing.

Unfortunately, the third year of this project was not approved for funding (as was the case with all other Title III projects in their second year of funding) because of the required switch at the state levels

from Title III funds to Title IV funds. Thus, the above-described statewide dissemination was precluded.

However, various types of dissemination were achieved at more local levels. Beginning in summer, 1975, a group of parents whose children were in the Intermediate Unit's summer speech, language, and hearing program were involved in the initial attempts at implementing material and procedures developed by the project. Two different sets of parents were actually involved in this initial effort, one in the morning and one in the afternoon.

Additional versions of parent training procedures were tried out in several different settings. In the fall of 1975, two groups were run (one in the Woodland Elementary School in Methacton School District and one in the Collegeville-Trappe Elementary School in Perkiomen Valley School District). Later in the winter of 1975-1976, another group of parents received a still different version at the Hatfield Elementary School, located in the North Penn School District. Still another effort was initiated during June, 1976, with parents of children in the Intermediate Unit's speech, language, and hearing programs.

In the above six training sessions for parents, approximately 12 Intermediate Unit speech, language, and hearing clinicians participated in this intensive training effort with parents. This benefit was most pronounced in the summer programs.

In fall, 1975, videotaping of several parent training sessions was carried out. Using these videotapes, the project staff provided in-service near the end of January, 1976, to the total speech, language, and hearing staff of the Intermediate Unit (about 53 professionals).

Regular education teachers of children whose parents were involved in

above-mentioned, district-focused training sessions were involved in these parent workshops as time permitted. Thus, a bridge of understanding was constructed between representatives of both regular education and special education with regard to the children whose parents were served by this project.

4. PROCEDURES, SERVICES, AND ACTIVITIES

Extensive planning activities were carried out prior to actual hiring of project staff by the project director (also an employee of the LEA). Such activities included an extensive survey of other models of parent training in regular education, special education, and noneducational fields. Very few relevant sources were found at that time.

Another initial planning activity included the design and implementation of a large-scale literature search on parent training in conjunction with a project consultant, Dr. Ronald K. Sommers of Kent State University. Intermediate Unit staff made LEA contributions to this project by adding to the bibliography and in retrieving full documents from it.

During October, 1975, the Project Director and Associate Director attended the national annual convention of the American Speech and Hearing Association, with the specific goals of seeking appropriate project employees and in tracking down additional sources of information relevant to the project. From this effort, a highly qualified speech clinician was obtained for project employment; more crucial information on related efforts in this area; and contacts were made with persons prominent in this field.

Once staff were obtained for this project, intensive developmental efforts proceeded rapidly. This staff began by retrieving complete documents of the bibliography so that their relevance for project purposes could be ascertained. Precises of the relevant literature were then written for continuous project use. A second full-time professional staff person was hired to assist in this intensive literature effort in the first year.

Eventually the one speech clinician was deployed to continue the literature retrieval and abstracting of documents, while the other clinician

began to compose such information into a single, readable, reference document. The bulk of searching activities were completed by June, 1975.

After the one clinician was released from employment at the end of June, 1975, (due to the lack of need to continue the literature search process), a preliminary version of parent training was designed and implemented during summer, 1975, as described above in "Participants/Clientele." The total number of participants in the morning and afternoon, back-to-back training efforts was approximately 22 parents. The material at this time was of rough format, but the effort was felt justified in terms of the types of formative feedback that would be given to project developers. Specifically, the parents were able to tell project staff whether or not the efforts were congruent with parental needs. Additional formative feedback was obtained at this time from Intermediate Unit clinicians who were working in the LEA's summer speech, language, and hearing programs with children whose parents were involved in this initial model of training. About 15 sessions of about one hour each comprised this first series of training sessions. This series was implemented during most of July, 1975.

During August, 1975, the project speech clinician utilized the feedback from the summer training sessions to refine the training model and its content. Also as a result of this summer parental feedback, a series of handouts relevant to the training sessions were developed, as was a demonstration videotape of typical problems exhibited by children with speech, language, and hearing disorders.

In September, 1975, the project director and project speech clinician presented a half-day in-service session to Intermediate Unit speech, language, and hearing staff (about 71 members) on project efforts to date,

especially focusing on the summer field-testing. At this time, interest was solicited on participation in future training model versions from these Intermediate Unit clinicians so as to reflect as uniquely different field-test sites as possible that would reflect differing socioeconomic/cultural milieus. Resulting from this survey of interest, three clinicians volunteered school settings from among their assignments.

The clinicians who volunteered in September, 1975, were then involved in three series of parent training workshops, as described above in the section on "Participants/Clientele." Parents were solicited for participation in these three series of training sessions by means of an informational flyer sent out on school district letterhead. The maximum number of parents which the project staff felt it could effectively accommodate was 20, and accordingly, a set of priorities had to be drawn up to allow selections to be made. The order of priorities, starting with most important, was (a) parents with children currently receiving therapy in speech, language, or hearing; (b) parents of children with any other handicapping condition; and (c) parents of any preschool child (in a preventative sense).

The first series of training sessions in summer, 1975, received criticism from the parents in terms of being too formal and involving too many lecture-type activities. Accordingly, all following versions of parent training were changed somewhat with regard to content and format. Instead of classroom-like lecture seating arrangements, an informal circular seating arrangement was decided upon to allow more comfortable and direct interaction between staff and parents. A special effort was made to encourage active participation in the discussions. Further, to avoid the

disruptions of young children brought by parents to earlier sessions, baby-sitting services were instituted via high school student volunteers.

The content of these later training sessions was designed as follows. The first session served as an introductory overview on what was to be covered in future sessions, reasons for the sessions, what benefits there were for the parents, and also enabled the clinician and parents to get to know one another socially and in terms of each parent's primary concerns. The subjects of the next nine sessions included: (a) Intermediate Unit screening and case selection procedures; (b) articulation and language evaluation and remediation; (c) distinction and similarities between speech and language disorders; (d) language and cognitive development; (e) stuttering; (f) cleft lip and palate; (g) voice disorders; (h) normal hearing and hearing disorders; and (i) nonstandard English and its effect on academic functioning. Each of the 10 sessions lasted about one hour and fifteen minutes each. On the average, about 10 to 12 parents participated at each session. The above topical outline was presented by a variety of guest speakers to maintain variety and interest. At all times the clinician who was responsible for the children of the parents in that particular school setting was present; the rationale was to be able to provide the parents with answers about any services their child was receiving.

The preparation of a resource volume on the states of the art in speech, language, and hearing (as professional disciplines) was carried out in an intensive fashion from January to May, 1976. This volume included (a) introduction, background of project, experiences culled from past project activities, and suggestions for changes in future efforts of

this nature; (b) cleft lip and palate; (c) normal hearing (process and structure) and disorders of hearing; (d) normal sensori-motor development; (e) speech sounds (anatomy and physiology), normal articulation, and articulation errors; (f) stuttering; (g) tongue thrusting; (h) voice disorders; and (i) an extensive bibliography.

5. EVALUATION PROCEDURES

For purposes of evaluating the field-tests of the parent training models, pre and post factual knowledge instruments were devised (same form used for the two occasions). The pre and post instrument also contained needs assessment questions such as, "What do you see as the goal of a parent group for speech, language, and hearing?" An example of a factual knowledge question on the pre/post instrument is, "List as many speech disorders as you can." Apart from the use of the pre/post factual knowledge instrument, an attitudinal survey was also given to the parents of each training series at its conclusion. This instrument contained such summative items as, "Do you feel any knowledge you have gained in the group has changed you as a person?" Also on the attitudinal survey were formative items such as, "What would you like to stay the same?" Feedback from the pre/post factual knowledge instrument and the attitudinal survey were of help in furthering project objectives.

Besides the formal instrumentation, extensive informal feedback was obtained from Intermediate Unit staff members who participated with project staff in the presentations. The intensity of this informal formative feedback was most pronounced during the summer sessions of 1975. Continuous planning input was offered by the supervisory staff of the Intermediate Unit.

6. FORMAL RESEARCH AND EVALUATION FINDINGS

A. FACTUAL KNOWLEDGE INSTRUMENT

The evaluation design alluded to in Section 5 was one of a pre/post mastery type (changes in factual knowledge, as reflected by the Factual Knowledge Instrument), with attitudinal reactions gathered at the conclusion of the parent training sessions. Unfortunately, the project's emphasis was more on the materials development and informal formative evaluation of the various versions of the parent training sessions, and thus little usable gain data from the Factual Knowledge Instrument was obtained. In fact, the instrument was in many parents' cases given only as a posttest of mastery, with no pretest levels to compare it to. Thus, mastery results from this phase of the evaluation will not be presented; only the instrument itself is presented in an appendix. However, there were a few items on this instrument that were more of an attitudinal than factual nature and whose responses were of use to project staff in a formative sense. These items were (a) "What do you see as the goal of a parent group for speech, language, and hearing?"; (b) "Do you feel this group will differ from individual conferences? How?"; and (c) "How meaningful do you think speech, language, and hearing services are in the schools?" Representative comments under each of these items will be given on the following pages as examples of the type of feedback from this instrument that proved to be of use to the project. The Factual Knowledge Instrument was used apparently only in the Fall, 1975, parent training sessions. A total of 11 unique respondents were present in the results, three of whom had both pretest and posttest versions of the instrument.

FACTUAL KNOWLEDGE INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 2:
"What do you see as the goal of a parent group for speech, language, and hearing?"

Summer, 1975, Sessions

No Factual Knowledge Instruments were distributed during this initial series of parent training sessions.

Fall, 1975, Sessions

"To gain an insight into the program and gain more understanding of therapies available and being used on a particular child."

"To inform parents about speech, language, and hearing disorders and treatment available. How a problem may be discovered and the best way for helping the child with parent and therapist working together."

"How to handle the problem and being able to help them at home."

"A better understand of your problems and others."

"To learn the causes of speech and language disorders, learn different kinds of disorders, and to learn how to try to overcome the problems."

Winter/Spring, 1976, Sessions

No Factual Knowledge Instruments were distributed during this initial series of parent training sessions.

FACTUAL KNOWLEDGE INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 3:
"Do you feel this group will differ
from individual conferences? How?"

Fall, 1975, Sessions

"Yes. Because of the interaction with more parents and their problems. Questions that one may not have thought of will be asked by another."

"Yes, in the respect parents can discuss their child's problem and gain a better perspective perhaps, but mainly I think to realize they aren't alone in their concern."

"Yes - broader views of various problems, a better sharing of views and opinions."

"Yes, we'd be able to help one another out with children with the same problem."

"We all have a mutual interest and problem. Also, it will help to share and understand we are not alone - other children have problems, also."

FACTUAL KNOWLEDGE INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 13:
"How meaningful do you think speech, language, and hearing services are in the schools?"

Fall, 1975, Sessions

"Fair - I do not feel there is enough time available to correct major problems. I think it should be constant (perhaps with the teachers being aware of the therapy). I realize this is almost impossible in public school."

"They are extremely important."

"I feel these are extremely valuable services."

"I feel S, L, and H services are greatly important in helping children develop to their fullest capacities. Helping children in elementary school level will in many ways eleviate problems they may have as adults."

"It depends on how good they are."

"I think they are very important, since teachers do not have the time for individual instruction."

"I'm not sure, therefore we had our children's hearing tested privately. We are greatful for the speech lessons. I'm not sure of their effectiveness at this point."

B. ATTITUDINAL REACTION INSTRUMENT

The complete instrument is presented in an appendix. This questionnaire proved to be of much more formative use in revising materials and training model procedures than the Factual Knowledge one. Also, more respondents registered their thoughts through this form than with the other device. The summer, 1975, group had 9 respondents; the fall, 1975, group had 7 respondents; and the winter/spring, 1976, group had 2 respondents. How many actual participants were involved in these various parent training sessions was not recorded. Representative comments under every item of this instrument will be given on the following pages as examples of the type of feedback from this instrument that proved to be of use to the project.

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 1:
"Did you enjoy the Parent Groups?
Why? Why not?"

Across All Sessions

"Yes. Mainly because people were not afraid to share problems and information. It was a real learning session."

"Yes. It gives you a better understanding of all problems."

"Yes. Helped us feel speech problems are not a stigma or an indication of abnormality in other areas as many people feel."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 2:
"What did you like most about the groups?"

Across All Sessions

"I enjoyed the leadership. We all learned about what is involved with speech. I had no idea that speech teachers were so educated. I am afraid that I thought speech teachers were on about the same level as Nurses Aides are to Nurses."

"Explaining the test."

"Learning how the children are selected for speech instruction and what is done in speech class."

"'What' I liked most was the fact that the meetings were so informal, which gave me the opportunity to ask as many questions as I pleased and gave everyone the chance to make little comments all the way through the course which were of great benefit."

"1. Cookies (best I ever had). 2. The fact that you were willing to share your knowledge with us. I have had a very bad experience with the school, being told "no one knows," or no one cares, or don't bother us, etc., that I was completely turned off until these parent groups start. I need help."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 3:
"What did you like least?"

Across All Sessions

"Can't think of anything."

"This!!"

"Lack of group participation and sharing of feelings concerning children's needs."

"What I liked least about the group was the poor turn out at some of the sessions - which was no reflection on the instructor or subject matter! I can't believe that such a important subject, brought to us on a convenient, free and informative basis, could not be vital to mother's with problem children. Poor attendance made me feel like I was wasting the instructor's valuable time - having come a distance and having all that knowledge available and ready with so few to listen. As was stated, if a fee was charged for the course, the people would attend so they wouldn't lose their money, but then people like me without problem children, but definitely interested nonetheless, may not have the money to spend, or wish to spend it on the course!"

"Occasionally I thought you had some "inside" jokes or laughed at our stupidity but I don't blame you."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 4:
"If the groups could be run again,
what would you like to see changed?"

Across All Sessions

"More parents participating."

"I think it would be interesting to be told of a specific child's problem and exactly what the clinician does with this child. Maybe even several children and a brief synopsis."

"Perhaps more on language development."

"I'd like to see more group interaction. Could role playing, a one-to-one experience, etc. be utilized? I feel that I know the women in the group only as friendly faces."

"More time so that speech, language and hearing could be explored a little more fully."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 5:
"What would you like to stay the same?"

Across All Sessions

"The informality."

"The teachers attitudes toward helping the mothers and children."

"Again, I feel the meetings should stay informal. Structured meetings tend to be boring and sometimes overly technical."

"The friendly, out-going nature of the clinicians. Also, the baby-sitting service. Great idea!!"

"The size group was nice I think."

"The 2 clinicians each giving different opinions and methods of teaching."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 6:
"Do you wish you could have observed
your child more often in therapy?"

Across All Sessions

"Once a week."

"No, I feel the presence of a parent is too distracting for the child. An occasional short visit is good to see what technics are being used, but anything more often would be detrimental for all."

"No, but I would have like to see therapy of different problems."

"I don't have a child in therapy, but if I did, and I was told it wouldn't hinder his learning in anyway, I would always wish to observe him."

"I have never observed him but would like to, preferably without his knowledge."

"Yes, but not have him observed by me. I think my presence in the same room with him made him more nervous."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 7:
"Would you have liked more video-tapes, films, handouts, and/or guest speakers? Which ones and why?"

Across All Sessions

"Films, guest speakers."

"Handouts, because these you can always refer back to. If you want to check something."

"Videotapes of children - as in #5 & 6."

"Yes - video-tape and film - visual evidence of the problems and methods employed to correct same."

"We didn't have any films or video-tapes. The audio-tapes were good! Also, the handouts are nice, but I question whether they are read and understood at home by the average lay person with little or no medical background."

"Handouts very interesting. Will keep for reference. Would take more literature. I can't follow tapes well."

"Video tapes and films of other children to make comparisons as to their method and means of coping and trying to solve their problems."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 8:
"Do you feel it was helpful having two clinicians in the group? Why, why not?"

Across All Sessions

"Yes. I feel two clinicians was very beneficial to the group. Their different educational backgrounds were very helpful to us. Since this field is so changing, they sometimes had different ideas and solutions."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 9:
"Could you please list and describe in some detail any new information these groups have taught you about speech and language development and disorders?"

Across All Sessions

"I learned so very much! I learned that certain letter sounds come at different ages. A two year old can not be expected to be able to say certain letters (s - ch, z, j and more). Also, I never was aware of the place and manner of articulation."

"I did not realize that a speech disorder was caused by anything other than a malformation of the tongue or mouth. I have learned that many disorders can stem from problems with the eyes, ears, or nose and other parts of the body."

"1. More detailed order of when sounds are developed
2. Language disorders are part of speech program
3. Language disorders are real - rather than children haven't been exposed to this idea or concept
4. There are times during development articulation disorders are accepted temporarily."

"Speech is much more involved then I ever thought."

"I was truly ignorant of speech, language and hearing problems or even that they were interrelated. I did not know the good help that was available nor how much work was involved in helping a child with all or any of these disorders. For in helping the child, help and support must also be given the family."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 10:
"Do you feel you have learned a lot
at these meetings?"

Across All Sessions

"I have learned some, I would say, not be able to convey my knowledge to someone with a similar problem, but I have become aware of the causes for these problems."

"Yes - at least all of the above information. I learned somewhat about the feelings of mothers of children with speech disorders and even other physical problems unrelated were discussed at these group meetings."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 11:
"Would you say any of this new information has helped you deal with your child/children in a different or more effective way?"

Across All Sessions

"Yes, I have learned that I should not be constantly correcting her on her speech but to try to incorporate the incorrect word in a sentence. I have learned different exercises I can do with X that hopefully will help her make good progress."

"To a degree."

"Not with X's problem."

"I don't have a child in therapy, but this group has helped in that I try to listen more carefully and be less critical of speaking mistakes."

"I try harder, I don't feel too successfully but I feel I am much more aware and understanding."

"Not having a child with a language disorder as I said, made me realize how much I took for granted with my children. I have, therefore, tried to improve the good speech they do have to make them realize they are lucky to talk, sing, laugh and hear like they do."

"Yes. Learned to be more patient. Wish I could handle X in a more effective way but I can't seem to do it."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 12:
"Has your husband or wife benefitted from this information? If yes, please explain."

Across All Sessions

"Yes, I have tried to relay to my husband what I have learned. I find he is more tolerant of his speech difficulty and tries to help more."

"No, he did not attend these classes because of work."

"Yes, my husband has learned much of what I have covered as I always discuss our meetings with him."

"Yes - he has learned some general information as I came home bubbling over with enthusiasm."

"No. I have talked to him about it."

"My husband has read some of the papers I've received and found them interesting and informative."

"To be perfectly honest, no, my husband has not benefited from this information. This question says, "if yes, explain" - why can't "no" be defended? My answer is "no" merely because of lack of time. My hubby goes to night school, studies constantly, attends meetings and activities for the Park Commission where we live, does the same for his night school fraternity and in between is a great father to his kids and is finishing converting an attic to bedrooms in his spare time! So you can see that doesn't leave much time for any discussion of these classes, especially because they didn't directly apply to our children. So with such a busy husband, these classes gave me an opportunity to get involved on my own time and for this I was grateful."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 13:
"Do you feel any knowledge you have gained in the group has changed you as a person? As a parent? Please explain."

Across All Sessions

"Yes, I don't know as much as I thought I did. But, I've learned a lot. I listen more to all of my children. I am not going to expect my baby to be able to say certain sounds she will not be capable of saying."

"Yes, I find I have become more tolerant of my son's speech problem and have tried to help him in other fields, not just correcting his speech."

"The more understanding you can be the better for you as a parent and also your child. You need knowledge of the problem in order to be more understanding."

"I feel my problems are small and I don't worry as much as I thought I did."

"Better informed as to what is available for our children. More aware of the speech and language development of young children."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 14:
"Do you feel that if the same info. was given to you individually you would have gained the same as you did in group? Please explain."

Across All Sessions

"No. With so many different mothers, we all asked questions that pertained to our own child. Since all of our children had different problems and learning capacities our questions were so different. So, we were exposed to so much more information. We could never have had this exposure individually."

"No. I feel people need other people. It gives one a sense of caring for others. A realization that our child is not the only child with a problem. When we share experiences it seems better for us and the people around us."

"No. Somehow if this information had been given individually I would not have taken it as seriously - (I realize I am wrong there but in some ways I become defensive and assume an attitude of 'Does she really know what she is talking about?') Also the flow of questions and general interest of the other group members aided me to put into words, questions and problems I am faced with."

"No. Perhaps it's because of my learning 'ability' or because I like to talk so much, but discussions were always more interesting than reading or speeches. It was more like relating different experiences than learning facts and figures that you felt you'd better remember - no pressure. If I would have had to pay for the course I would have felt compelled to pay strict attention to gain knowledge because I paid for it! But I absorbed more and gained more by sharing information."

ITEM 14 (continued)

"No. Some members of the group had worse problems than we and related their experiences which we could adapt to our boy. The other two ladies who attended regularly were more intelligent than I and asked questions that led to interesting discussion. They were much more adept than I at picking up the problems on the tapes; thus their comments were enlightening and helpful."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 15:
"What information do you feel should have been more heavily stressed?"

Across All Sessions

"More time to develop kinds of therapy and teach us some articulation skills."

"We did not get into the hearing disorder very much and it proved very interesting. I'm sure it's rather difficult to give equal time to each aspect of these disorders since they seem to for the most part interreact to each other."

"I would like to know how the interpretations of the tests relate to our particular child and how the discussions applied to the children of the parents attending."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 16:
"Did you learn anything besides speech
and language in group? Please explain."

Across All Sessions

"Yes. I learned not to be afraid to express your opinion and that people are really great."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 17:
"In your opinion, what do you feel has been the greatest accomplishment(s) of the group?"

Across All Sessions

"Educating the parents."

"This is a bit difficult to answer, since the attendance wasn't too great - and the majority of women with problem children weren't there often. However, the group's greatest accomplishment seemed to be that they established an awareness to the children with disorders as a whole. I think the mothers that attended the majority of the group meetings were interested in all children and phases of disorders and not just that particular disorder of their own child. Perhaps I should have mentioned in my answer to question 13 rather than here, that being made aware of these problem and other handicaps, if I may generalize, has helped me give more of myself (I received one of those calls we all seem to consider annoying asking me to canvass the neighborhood and collect money for the handicapped, etc., and this time I said 'yes'). If your classes can spread this awareness and it leads to just one person, man or woman, with or without children of their own, to give their time, patience, knowledge gained there, to aid children with disorders, then this could be attributed to their accomplishment of the awareness."

"By showing parents they aren't alone and by talking about the problems with other parents perhaps just by being concerned and perhaps finding another way of dealing with their child's problem."

"Communication! Transfer of information. Also set my mind to work. Provoked thinking."

"To help us realize our problem is not so bad and to stimulate us to learn more."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 18:
"Would you support and/or participate
in another parent group?"

Across All Sessions

"Yes, very definitely!! I would like to have an evening group, so that my husband could also come and take part. I would like to have it last longer so we could go even deeper into problems. (Throughout the school year.) I don't feel that parents of children that have speech in school, realize that a speech teacher has so much education behind her or him. We all have been so unaware of their vocation. First of all, speech teachers should have class rooms! Not halls, corner of nurse's offices. Also, I feel school systems should have educational backgrounds of their speech teachers printed out on a hand-out. Speech teachers should be a more important part of each school (staying at one school) and speaking at at least one parent-teacher meeting."

"Definitely yes."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 19:
"How should parents be informed of parent group discussions in the future?"

Across All Sessions

"I really have no answer as many times it's very hard to get parents out."

"Before the school term begins or shortly thereafter during an orientation meeting."

"Perhaps when the note is sent home giving information about time, place for your child. This might be a good time to send another note with the first telling of these parent groups."

"I don't know. Maybe if you let them read some of our comments and if a baby-sitting service were provided so that both parents could come without the worry of what to do with the children."

ATTITUDINAL REACTION INSTRUMENT
REPRESENTATIVE RESPONSES ON ITEM 20:
"Before discussion groups began, what did you think the goals would be? After the group was over what do you feel the goals were? Any differences?"

Across All Sessions

"I had no ideas of goals to be achieved. I do believe we gained a lot of knowledge."

"To discuss our individual children's problems and what could be done about them."

"To better inform us about speech problems. The same as above but also to be able to share with others. It simply turned out even better than I thought it might."

"I didn't perceive any particular goal beforehand as I didn't know what to expect. I guess you could say I was a little apprehensive. I feel, however, group served its greatest purpose, that of educating the parents."

7. PROJECT OUTCOMES

This project was primarily product-oriented. Actual outcomes included an extensive bibliography on parent training models and activities; a resource volume on the states of the art in speech, language, and hearing therapy; and the field-testing of different procedural models for delivery of parent training. On the other hand, the final, refined model of training and the manual on how to implement such training could not be accomplished due to the unforeseen termination of funding at the end of the second year of the three-year grant.

8. IMPLICATIONS OF PROJECT RESULTS

Perhaps the single, overriding implication of this project and its outcome is that many different special education program staff members can benefit from an effort to compile a detailed curriculum and training manual oriented towards parents. It has become evident to Intermediate Unit staff that even with the obstacle of losing the third and most crucial year of funding in this product-development project, other efforts that are continuing within the Intermediate Unit have been able to utilize the project's preliminary documents. This has been true of experienced staff as well as those who are newer to the scene of public school special education programing. Thus, it was indeed unfortunate that the final edited and composite curriculum manual could not be developed.

The development of an interim draft of the states of the art in speech, language, and hearing therapy, shows that a wide variety of role-positions can benefit from such an effort. As discussed elsewhere in this report, under section 13 ("Continuation"), this interim draft has proven valuable to Intermediate Unit staff members who have been preparing inservice programs for many different purposes. The volume had been intended to serve as a useful resource in putting together inservice programs for professional staff as well as parent groups, and the interim draft has certainly allowed this type of functioning to occur. Beyond the internal Intermediate Unit usage of this draft resource volume, the Intermediate Unit's Title VI Preschool Handicapped Programs have benefitted greatly in terms of preparing their parent-oriented inservice and informational awareness programs operated in different regional settings at the district level.

9. FACTORS RELEVANT TO SUCCESS

An attitude on the part of all staff members of the project and the LEA's speech, language, and hearing staff toward using in a constructive way the formal and informal formative feedback, was maintained throughout the life of the project. Members of the LEA's staff frequently reacted to drafts of various component of the resource materials. The LEA's speech, language, and hearing staff, further, provided children who were videotaped to give illustrations of the various types of problems in these areas. The LEA staff also evidenced a continuous spirit of cooperation by frequently volunteering to participate in different phases of the project's developmental and field-test efforts. The success of the three field-test efforts at the local district level carried out during the 1975-1976 school year was greatly enhanced by the cooperation and preparation given by the districts (e.g., they provided facilities, refreshments, informational flyers, babysitting services).

10. FACTORS RELEVANT TO SHORT-COMINGS

The unforeseen termination of Title III funding across the state at the end of the second year of the three-year grant greatly limited the ultimate impact of this project in the field. Another factor that impeded maximum efficiency of the project's efforts was the relatively late hiring of staff during the first project year (January, 1975). A more carefully constructed set of evaluation instruments would have given project staff even more useful feedback. As part of the LEA's local contribution, it is difficult for a project director to give the amount of time he normally would feel justified in such an effort and yet simultaneously carry a full LEA program coordinator's duties on a daily basis.

11. CONCRETE PROJECT OUTPUT

The details surrounding the "Concrete Project Output" were discussed in the earlier section on "Procedures, Services, and Activities." Briefly, these outputs were an extensive bibliography on parent training; the comprehensive resource volume on the states of the art in speech, language, and hearing therapy (draft version); and a model for inservice delivery to parents of children who have speech, language, or hearing problems.

12. DISSEMINATION ACTIVITIES

The levels of local staff involvement in these innovative activities represented one notable phase of the dissemination process (this was already described in the sections on "Participants/Clientele" and on "Procedures, Services, and Activities." Unfortunately, the absense of the third year of funding precluded the ultimate dissemination phase which comprised the statewide distribution of all physical products to key representatives of speech, language, and hearing programs at the Intermediate Unit level.

The extensive bibliography on parent training and the Title III narrative report will be contributed to the national ERIC system.

13. CONTINUATION OF PROJECT ACTIVITIES AFTER CESSATION OF PROJECT FUNDS

The resource volume on the states of the art in speech, language, and hearing programs has been of multi-faceted utility to LEA staff in furthering their professional functioning. In particular, some LEA staff have continued to use ideas from that volume as part of their day-to-day responsibilities to the schools they are assigned to in the sense of consultation, therapy, and training. Second, a new program was developed with major input from this volume which emphasizes normal speech and language development and prevention of speech disorders for secondary high school students, the parents of the future. Third, parent training activities will be carried on intensively during summer programs operated by the Intermediate Unit. Fourth, the Title VI preschool handicapped project of the Intermediate Unit has relied heavily upon the content of the resource volume in developing and carrying out its own parent training programs.

14. EFFORTS BY OTHER AGENCIES TO ADOPT OR ADAPT PROJECT ACTIVITIES

This topic has already been covered in detail in the preceding section on "Continuation of Project Activities After Cessation of Project Funds."

APPENDIX A

FACTUAL KNOWLEDGE INSTRUMENT

PARENT QUESTIONS

Name _____

Date _____

1. Do you have a child who is receiving speech, language, or hearing services? If so, what do you feel is the problem?

2. What do you see as the goal of a parent group for speech, language, and hearing?

3. Do you feel this group will differ from individual conferences? How?

4. Describe a speech disorder.

5. List as many speech disorders as you can.

6. List some possible causes of speech disorders.

7. Describe a language disorder.

8. Are speech and language disorders the same? Why or why not?

9. How can a hearing disorder effect speech and language development?

10. What kind of testing do you think your children get?

11. Do you see a relationship between speech and language development and intelligence?

12. What kind of educational backgrounds do you think speech clinicians must possess to work in the public schools?

13. How meaningful do you think speech, language, and hearing services are in the schools?

14. Name four conditions necessary for adequate speech and language development.

APPENDIX B

ATTITUDINAL REACTION INSTRUMENT

GROUP SESSION MORNING_____ AFTERNOON_____

Name _____ Date _____

Childs Name _____ Child's Clinician _____

1. Did you enjoy the Parent Groups? Why?

   Why not?

2. What did you like most about the groups?

3. What did you like least?

4. If the groups could be run again, what would you like to see changed?

5. What would you like to stay the same?

6. Do you wish you could have observed your child more often in therapy?

7. Would you have liked more video-tapes, films, handouts, and/or guest speakers? Which ones and why?

8. Do you feel it was helpful having two clinicians in the group? Why, why not?

9. Could you please list and describe in some detail any new information these groups have taught you about speech and language development and disorders?

10. Do you feel you have learned a lot at these meetings?

11. Would you say any of this new information has helped you deal with your child/children in a different or more effective way?

12. Has your husband or wife benefitted from this information? If yes, please explain.

13. Do you feel any knowledge you have gained in the group has changed you as a person?

    As a parent?

    Please explain...

14. Do you feel that if the same info. was given to you individually you would have gained the same as you did in group?

    Please explain...

15. What information do you feel should have been more heavily stressed?

16. Did you learn anything besides speech and language in group?

    Please explain...

17. In your opinion, what do you feel has been the greatest accomplishment(s) of the group?

18. Would you support and/or participate in another parent group?

19. How should parents be informed of parent group discussions in the future?

20. Before discussion groups began, what did you think the goals would be? After the group was over what do you feel the goals were?

    Any differences?

APPENDIX C

EXAMPLE OF INVITATIONAL LETTER AND ASSOCIATED MEETING DETAILS

NORTH PENN SCHOOL DISTRICT

Dear Parents:

You are invited to attend a series of informative Parent Discussion groups related to speech, language, and hearing problems in the public schools.

Groups will be led informally and this will be a time for all of us to share and learn. Generally, groups will meet to discuss:

(a) Speech, language, and hearing services in Montgomery County

(b) Speech and language development in children

(c) Detection of and therapy for children with speech, language, and hearing disorders

(d) Methods for parents working with children at home

Any other area of common interest will be included in the discussion!

The group meeting will be held on Thursdays, at the A.M. Kulp Elementary School in the Conference room from 1:30 P.M. to 2:45 P.M. The meetings will continue on a weekly basis for approximately nine weeks. We hope to begin the first week of May, but we will notify you of an exact date.

If you are interested in attending, please return the form below to the office of Hatfield Elementary School or the A.M. Kulp Elementary School by Monday, April 26.

Refreshments will be served!!!

BABYSITTING WILL BE AVAILABLE!!!

Claire Schlosser
Susan Gluck
Speech Clinicians
Montgomery County
Intermediate Unit

Montgomery County Intermediate Unit

Parent Training Workshop

Name _____

Address _____

Phone _____

APPENDIX D

AGENDA AND CONTENT HANDOUTS FOR PARENT MEETINGS

PURPOSE

Parents have been found to be vital in the therapy process. It is necessary that parents understand what goes on in therapy and what they might do at home to help their children.

Unfortunately, with a heavy caseload, most clinicians do not have the time to talk with parents at great lengths concerning speech and language disorders, development, and remediation.

It is felt that by setting up parent groups we can reach a large number of parents and provide them with information, as well as giving them contact with other parents.

GOALS

1. More parental involvement in the therapy process - information is to be given through lectures, video tapes and handouts
2. Understanding of speech and language services available in Montgomery County
3. Understanding procedures for screening, diagnostics, and case selection, and finally remediation in Montgomery County
4. Parental understanding of speech and language as it relates to general child development
5. Understanding of disorders in terms of speech, language, and hearing
6. Techniques available to parents in dealing with speech and language problems

Parent Discussion Group

Susan Gluck, a speech clinician, is inviting all parents in the Perkiomen Valley School District to attend a series of parent discussion groups related to speech, language, and hearing disorders in the publis school.

Groups will meet to discuss (a) speech and language development in children, (b) speech, language, and hearing services available in Montgomery County, (c) detectic of and therapy for children with speech, language, and hearing disorders, (d) methods for parents in working with their children at home.

The group will meet once a week at a designated time and place. Meetings will continue on a weekly basis for approximately nine weeks.

Refreshments will be served and babysitting services will be available.

Parent Discussion Group

Susan Gluck, a speech clinician, is inviting all parents in the Perkiomen Valley School District to attend a series of parent discussion groups related to speech, language, and hearing disorders in the publis school.

Groups will meet to discuss (a) speech and language development in children, (b) speech, language, and hearing services available in Montgomery County, (c) detecti of and therapy for children with speech, language, and hearing disorders, (d) methods for parents in working with their children at home.

The group will meet once a week at a designated time and place. Meetings will continue on a weekly basis for approximately nine weeks.

Refreshments will be served and babysitting services will be available.

SCHEDULE OF PARENT SESSIONS

I. Introduction
   a. clinician introduction
   b. discuss project
      1) when began
      2) goals of project
      3) what's been done
   c. description of summer project
   d. parents - introduction and discussion of themselves and their children
   e. hand out and discuss questionnaires

II. Session 2
   a. collect questionnaires
   b. hand out packets
      1) discuss screening - rationale
         a. three position articulation test
         b. McDonald screen test
         c. conversation
         d. oral peripheral exam
      2) screening procedures
      3) case selection
         a. oral mechanism
         b. new handout - screening
         c. phonetic analysis
         d. McDonald Deep Test
         e. place and manner of articulation
         f. Sanders Scale - reason for taking some children into therapy
         g. hearing

III. Session 3
   a. continue discussion on case selection
   b. evaluation of children
      1) rationale
      2) procedures
   c. articulation evaluation
   d. language evaluation
         a. Boehm Test
         b. Miller-Yoder Test
         c. ITPA
         d. Informal Assessment
            1) classification
            2) sequencing task
            3) commands
            4) Piagetian activities
         e. tape of child being administered articulation and language evaluation

IV. Session 4
   a. discussion of articulation disorders
   b. discussion of phonemic vs. phonetics disorders
      1) structural deviations
      2) learned problems
      3) language problems
      4) neuromotor disorders
   c. tape of children with multi-articulation disorders

V. Session 5
   a. review of language disorders
      1) discussion of distinction between speech and language disorders
   b. present tapes of moderate and severe language disorders
   c. present handout of phonetic vs. phonemic disorders

VI. Session 6
   a. stuttering disorders
      1) What is it?
      2) What causes it?
      3) What does it sound like?
   b. present handout on parent interaction and involvement
   c. played tapes of moderate and severe stuttering in children

VII. Session 7
   a. review of handouts
   b. discussion of cleft lip and palate
      1) discussion of language and communication problems
      2) discussion of other physical problems associated with cleft lip and palate
      3) review handout

VIII. Session 8
   a. discussion of language development from birth to 18 months old
   b. specific discussion of object permanance and its relationship to language development
   c. discussion of Functions of Language in Communication
   d. review of handouts

IX & X. Sessions 9 and 10
   a. normal hearing and hearing disorders
      1) causes of hearing loss
      2) types of losses
   b. habilitation and rehabilitation of hearing loss
      1) who works with child?
      2) philosophies of educational practices
   c. areas effected by loss
      1) emotionally
      2) language
      3) academics

XI. Session 11
   a. non-standard English
      1) Black English
      2) speech of Spanish Americans
      3) speech of American Indians
   b. cultural differences as they relate to language differences
   c. How does it affect us as speech and language therapists?
   d. How does it affect minority children learning in a standard English system?

APPENDIX E

EXAMPLE OF LOCAL DISSEMINATION

(THIRD PAGE OF NEWSLETTER)

PERKIOMEN VALLEY SCHOOL NEWS

Superintendent - Dr. U. Berkley Ellis — Assistant Superintendent - Robert W. Cope
Volume VIII, No. 5 — January 1977

School Board Elects Officers

David A. Cornish, of Collegeville, and Marvin J. Lewis, of Schwenksville, were unanimously re-elected President and Vice-President, respectively, of the Perkiomen Valley School Board at its annual reorganization meeting. They will serve until December 1977.

Mr. Cornish, who is Vice-President of Collegeville Flag and Manufacturing Co., was named to the Collegeville School Board in 1967 and has been active in school affairs ever since that time. Before becoming President of the Board, he was Chairman of the Operations Committee and devoted much time and energy to the building of the new Perkiomen Valley High School. As President of the Board Mr. Cornish has continued to keep a close watch on this project.

Mr. Lewis, an attorney and Deputy Court Administrator for Montgomery County, became a member of the Perkiomen Valley School Board in 1972. His interest in school affairs, however, goes back to previous membership on the Schwenksville Union School Board and the Schwenksville Area Joint School Authority. He serves as Chairman of the Business Committee of the Board. For the past two years he has also been the Board's Chief Negotiator in developing the employment contract with the Perkiomen Valley Education Association.

Veteran Teacher Retires

Mr. George Hilt started his teaching career in 1950 at the junior and senior high level in Conshohocken. He came to the old Fifth Avenue school in Collegeville in 1956.

Mr. Hilt has always involved pupils deeply in the activities he developed, especially with his personal interest in science. Many of his pupils will remember their dissection of fish in 6th grade science, the field trips to the Philadelphia Navy Yard, the World War II submarine and eating in Chinatown.

For his excellence in developing a social studies unit about the Revolutionary War period, he was honored in 1969 by the Valley Forge Freedom's Foundation for "bringing about a better understanding of the American Way of Life". One memorable feature of the program was the pupils' beautifully made cloth replicas of many of our country's early flags.

He has been the faculty safety patrol sponsor at the Collegeville-Trappe Elementary School continuously since the school opened in 1968. He has seen numerous State Police Safety Officers come and go over the years as sponsor but he has always been faithful and loyal to the "care and feeding" of the safety patrol.

Mr. Hilt will be remembered by many, many kindergarten pupils as he, for 21 consecutive years, had his sixth grade pupils make and give an Easter basket to each kindergartener.

District Chorus Festival

John D. Charles, Choral Director, has announced that five Perkiomen Valley students have been selected to take part in the Southeastern District Chorus, pictured top row (left to right) Kreg Ulery, Mr. Charles, Norman Lester; front row, Karen Richter, Stephen Foust and Dawn Bannan. Karen Richter will also be eligible for Regional Chorus which includes students from one quarter of the State.

The District Chorus will give public concerts on January 28 and 29 at Lower Moreland High School. Regional Chorus will perform on the evenings of March 18 and 19 at Owen J. Roberts High School. Tickets for any of these programs may be obtained from Mr. Charles.

Richard C. Roberts, Collegeville-Trappe Principal

Richard C. Roberts, Principal of Collegeville-Trappe Elementary School, holds several records among Perkiomen Valley's five principals. He has been a principal longer than any of the others as he is now completing his fifteenth year. He has more children than any of his colleagues, six, to be exact. He is the only licensed "Ham" Radio Operator (W3TWQ), and the only one of the group to hold a private pilot's license.

Dick earned a Bachelor's degree at Ursinus College. He received the Master of Education degree from Temple University and has taken additional graduate work. He served three years in the European Theatre in World War II.

After initial teaching experience in Marple-Newtown High School, Dick took a year of full-time graduate work and then shifted to the elementary school level. He taught for eleven years in a sixth grade class in the West Norriton Schools. In 1962 he came to the Perkiomen Valley as teaching principal of the Skippack Elementary School. A year later Dick was chosen to serve as principal of both the Collegeville-Trappe and Skippack Elementary Schools, a position he held for four years. Since 1967 he has served as principal of the Collegeville-Trappe Elementary School where he is now responsible for 23 teachers and almost 500 pupils.

Dick is a member of Phi Delta Kappa, honorary professional fraternity, and of all the appropriate principals' groups. He was selected in 1975 to attend the Executive Academy sponsored by the Pennsylvania Department of Education. Church work also occupies his time as a member of the choir and Sunday School teacher. Dick and his wife, the former A. Jeanette Lemon, live in East Norriton just outside of Norristown.

The Collegeville-Trappe Elementary School, on Third Avenue, Trappe, was occupied in September 1958, replacing the Fifth Avenue building in Collegeville and the Trappe Elementary School on Main Street. An addition, completed ten years later, was named the "Wilbur Cassel Annex" in honor of the retired Supervising Principal. The completed building now contains twenty classrooms, a library and rooms for art, music and large group instruction. An all-purpose room provides space for assemblies, physical education classes and lunch services. In addition to offices of the principal, nurse and guidance counselor, the headquarters of the Home and School Visitor are located in this building.

Karen Cressman and Lisa Grozinski

Senior Girls Win Honors

Karen Cressman and Lisa Grozinski have received double honors. They were selected by the Social Studies Department to represent Perkiomen Valley in the Presidential Classroom, in Washington, D.C. They were also named by the Central Perkiomen B.P.W. as "Girls of the Month" for November.

Karen, the daughter of Mr. and Mrs. William Cressman, Centennial Street, Schwenksville, has played hockey and lacrosse and has served as a cheerleader. She is Vice-President of the Senior Class, a member of the National Honor Society and Co-editor for Yearbook Layout. She has won many other honors during her school career including a third place in the Southeastern Federation of Women's Clubs Sewing Contest for Tailoring. She was first runner-up in the Montgomery County Jr. Miss contest and won the award for Creative and Performing Arts. Karen plans to go to college to major in Home Economics.

Lisa, whose parents are Mr. and Mrs. Stephen Grozinski, Hildebidle Road, Collegeville, has also been active in hockey, lacrosse and cheerleading. She is Captain of the cheerleaders, a member of the National Honor Society and Sports Co-editor for the Yearbook. She was selected by the local American Legion to attend Girls' State in 1976. She, too, was one of the participants in the Jr. Miss Pageant where she won the award for "Spirit of Junior Miss" and also for "Athletic Ability". She won first prize in the Philadelphia tap dancing contest sponsored by the All-Star Forum. Lisa's future plans include college attendance to study criminology.

Schools of Bygone Days

Do you have written materials or personal recollections of the schools in the local area before the various consolidations which led to the formation of the Perkiomen Valley School District? If so, please write to Robert W. Cope, Assistant Superintendent, Box 338, Schwenksville, Pa. 19473 or phone 287-7861, ext. 32.

FLASH - Bill Neill, Perkiomen Valley interior lineman, was selected for the All-Pennsylvania Scholastic Third Team in football !

He Keeps the Wheels Turning

Donald G. Dillon serves the Perkiomen Valley School District as Director of Operations, Maintenance, Safety and Transportation. This sounds like a big job and it really is. "Matt", as he is called, is responsible for the work of thirty-four employees who perform maintenance and custodial duties in our seven school buildings and fifteen van and bus drivers.

"Matt" has been employed by Perkiomen Joint and Perkiomen Valley School Districts since 1968. Before that time he worked for sixteen years at Superior Tube Co., the final ten years as supervisor in needle production. He also served three years in the U.S. Army, 1953 to 1956, with sixteen months duty in Korea.

A graduate of Schwenksville High School, "Matt" took a year of business administration at Peirce Junior College. He is a member of numerous professional associations. In the National Association of School Business Officials he is a member of the Maintenance and Operations Research committee. He is a Registered Manager of Environmental Sanitation- Level II under the Environmental Management Association.

Despite the demands of his job, "Matt" served for six years as Manager for the Lower Perkiomen Little League. He enjoys gardening and is a "TV Sports Addict", fond of watching football, baseball and ice hockey.

"Matt" and his wife, "Pat", who is also employed by the School District, have two sons, Donald, a member of the senior class at Perkiomen Valley High School and Richard who is in seventh grade at the Middle School. The Dillons live on Cherry Avenue in Trappe.

Help for Parents

Learning to Speak Plainly -

Betsy Montileone, speech clinician assigned to Perkiomen Valley by the Montgomery County Intermediate Unit, gave the following suggestions to Title I Parents of Kindergarteners at a recent meeting:

1. Don't make an issue of your child's problem. It's no fun for your child to speak if everything he says and does is answered by "no" or "don't". Do everything you can to make speech rewarding and fun for your child.
2. Be a good listener for your child. Be interested and hear him out.
3. Children vary in their rates of development. Do not judge one child's progress by that of another.
4. Children acquire speech and language to a great degree through imitation. Be a good speech model.
5. Use sounds in the child's environment. Ask the child to imitate them, e.g., door bell, clock, dog, cat, train, duck etc.
6. Nursery rhymes and finger plays are useful since they are usually pleasurable activities.
7. "Naming" activities are helpful. Ex., Name the things found in the living room, dining room, etc. Name things as you are driving in the car.
8. Read stories to the child; ask him to point to various pictures or retell what he has heard.
9. Phonograph records are also helpful, e.g. Old MacDonald's Farm.
10. Riddles, TV commercials and Simon Says are also helpful.

A Tip for Dads -

In the Principal's Private Letter, shared with us by J. Gordon Pfleiger, Principal of the Kulp School, a study of 16,000 children in England was reported, indicating that children learn better if father attends school conferences and goes on outings with the child.

Educational Tours

Attendance regulations were modified several years ago to permit parents to apply in advance for permission for pupils to take part in "educational tours" involving absence from school. Our records show that such tours have been approved during this school year to date for ninety-five pupils covering three hundred nineteen days of absence. Parents should weigh very carefully the value of a proposed trip as compared with the benefit of regular school attendance. All students are expected to complete work missed through participation in an educational tour. Such absence is not recommended for students having difficulty with their school work. We suggest that the principal and the teachers of your child be consulted before you file an application or make arrangements for a trip.

What Do You Say?

Do you find this newsletter useful? Does it tell you what you want to know? Let us hear from you. Address your letters to Perkiomen Valley School News, Box 338, Schwenksville, Pa. 19473.

Coming Events

January 3 - School re-opens
January 3 - 7:30 PM - Band Booster Meeting in PVHS Band Room
January 4 - Winter Track Meet at Norristown High School
January 4 - 3:30 PM - Girls' Basketball at Central Bucks West
January 4 - 7:30 PM - Boys' Basketball vs Central Bucks West at Perkiomen Valley
January 5 - 9:30 to 11:00 AM - C-T Koffee Klatsch - Susan Wright, I.U. Speech Therapist
January 6 - 3:30 PM - 9th grade Basketball vs Owen J. Roberts at Perkiomen Valley
January 6 - 6:15 PM - Wrestling at Quakertown
January 7 - 3:30 PM - Girls' Basketball vs Wissahickon at Perkiomen Valley
January 7 - 6:30 PM - Boys' Basketball at Wissahickon
January 8 - Winter Track Meet at West Chester State College
January 10 - 7:30 PM - Sports Booster Meeting at PVHS
January 10 - 8:00 PM - School Board Meeting in Cope Elementary School -"Elementary Reading Policy and Procedures"
January 11 - 3:30 PM - Girls' Basketball vs Pennridge at Perkiomen Valley
January 11 - 6:30 PM - Boys' Basketball at Pennridge
January 12 - 3:30 PM - 9th grade Basketball vs Pottstown at Perkiomen Valley
January 14 - 1:15 and 2:15 PM - K-9 Corp Assemblies at Skippack sponsored by Home & School Association
January 14 - 3:30 PM - 9th grade Basketball at Spring Ford
January 14 - 3:30 PM - Girls' Basketball at Upper Perkiomen
January 14 - 6:30 PM - Boys' Basketball vs Upper Perkiomen at Perkiomen Valley
January 15 - Band Booster Hoagie Sale
January 15 - Winter Track Meet at East Stroudsburg State College
January 15 - 6:15 PM - Wrestling vs North Penn at Perkiomen Valley
January 17 - 10:00 AM - Home and School Coordinating Council at Kulp School
January 17 - 2:00 to 7:00 PM - Bloodmobile at Collegeville-Trappe Elementary School All-Purpose Room
January 19 - 3:30 PM - 9th grade Basketball vs Phoenixville at Perkiomen Valley
January 19 - 6:15 PM - Wrestling at Twin Valley
January 21 - 3:30 PM - 9th grade Basketball vs Pottsgrove at Perkiomen Valley
January 21 - 3:30 PM - Girls' Basketball at Hatboro Horsham
January 21 - 6:15 PM - Boys' Basketball vs Hatboro Horsham at Perkiomen Valley
January 22 - 6:15 PM - Wrestling vs Souderton at Perkiomen Valley
January 25 - 3:30 PM - Girls' Basketball vs Quakertown at Perkiomen Valley
January 25 - 6:30 PM - Boys' Basketball at Quakertown
January 28 - 3:30 PM - 9th grade Basketball vs Boyertown West at Perkiomen Valley
January 28 - 3:30 PM - Girls' Basketball at Central Bucks East
January 28 - 6:30 PM - Boys' Basketball vs Central Bucks East at Perkiomen Valley
January 28 - 7:30 to 10:00 PM - Collegeville-Trappe Home and School Family Square Dance in All-Purpose Room
January 29 - 6:15 PM - Wrestling vs Upper Perkiomen at Perkiomen Valley
February 1 - 3:30 PM - Girls' Basketball vs North Penn at Perkiomen Valley
February 1 - 6:30 PM - Boys' Basketball at North Penn
February 2 - 3:30 PM - 9th grade Basketball at Owen J. Roberts
February 4 - Winter Track Meet at Widener College
February 4 - 3:30 PM - 9th grade Basketball at Pottstown
February 4 - 3:30 PM - Girls' Basketball at Souderton
February 4 - 6:30 PM - Boys' Basketball vs Souderton at Perkiomen Valley
February 5 - 6:15 PM - Wrestling at Hatboro Horsham

Robert W. Cope, Editor - Member of Educational Press Association of America

Perkiomen Valley School District
P.O. Box 338
Schwenksville, Pennsylvania 19473

Non-Profit Org.
U.S. Postage PAID
Schwenksville, PA.
Permit #10

EDPRESS

APPENDIX F

EXAMPLE OF LOCAL DISSEMINATION

(SECOND PAGE OF NEWSLETTER)

PERKIOMEN VALLEY SCHOOL NEWS

Superintendent - Dr. U. Berkley Ellis — Assistant Superintendent - Robert W. Cope
Volume VII, No. 5 — January 1976

New Leadership on the School Board

David A. Cornish was elected President of the Perkiomen Valley School Board and Marvin J. Lewis was named Vice-President at the reorganization of the Board in December.

Elected to the Collegeville School Board in 1967, Mr. Cornish became a member of Perkiomen Valley's Interim Operating Committee in December 1968. In July 1969, he was named treasurer of the Perkiomen Valley Board and served until June 1975 when he asked to be relieved of this responsibility. As Chairman of the Operations Committee, Mr. Cornish has given maximum attention to the construction of the new Perkiomen Valley High School.

David A. Cornish and Marvin J. Lewis

Marvin J. Lewis has served on the Perkiomen Valley School Board since August 1972. In addition to serving as Chairman of the Business Committee, Mr. Lewis was Chief Negotiator for the School Board during the past year. In this capacity he was responsible for developing the employment contract with the Perkiomen Valley Education Association.

The Secretary of the Board, Loretta E. Robison, is serving a four-year term, expiring in June 1977. The present Treasurer, Richard B. Schlick, is serving a one-year term expiring in June 1975.

John W. Miller

Staff Changes

John W. Miller, a teacher in the local schools since 1947, retired as of December 31, 1975. Mr. Miller, a graduate of Bridgewater College in Virginia, came to Collegeville-Trappe High School as a teacher of social studies. In 1951 he received certification in "Highway Safety and General Safety Education" and in recent years has concentrated his teaching in that field. Before coming to Collegeville-Trappe Mr. Miller spent 18½ months in the Armed Services. He had previous teaching experience in Cape May Court House, New Jersey. During World War II he was employed as an aircraft tester in a large aircraft engineering firm. He has a strong interest in aeronautics and has logged more than two hundred hours' flying time.

Ellen Stevenson, teacher of third grade in the Collegeville-Trappe Elementary School, resigned her position as of December 31, 1975. She was married during the Christmas Holidays and will be living in Michigan. Miss Stevenson holds a Bachelor of Arts degree from Gettysburg College and has taken additional work at West Chester State College, Marywood College, Pennsylvania State University and University of Montana.

Sandra Schaffer, of Pennsburg, has been selected to fill Miss Stevenson's position. Mrs. Schaffer is a graduate of West Chester State College and has taken additional work at East Stroudsburg State College. She taught for one and one-half years at the Jefferson Elementary School in Pottstown.

Plans for the New Perkiomen Valley High School

Although no date has been set for occupying the new high school, plans are being made for visits to the building by students and their parents as well as "Open House" events for various groups in the community. Formal dedication ceremonies will be held after the building has been placed in use, perhaps in May 1976.

The Dedication Committee, serving under Clarence W. Huling, Jr. as Chairman, includes representatives from school board, administration, staff, students and public. The subcommittees and their membership are as follows: Booklet - Victoria Joseph, Mary Hendrick, Charlene Swarr, Richard Carfagno, Robert Cope and Donald Markley; Presentations - Jeanne Rosewarne, Nelson Yeakel, Loretta Robison, Franklin Manley and Gladys Pearlstine; Public Information - Clinton Bishop, John Rahm, William Horrocks and Eugene Franks; Program - Tim Goff, Mary Kehs, Janet Thayer, David A. Cornish and Berkley Ellis.

Yes, Parents Do Care

Cope-Kulp Koffee Klatsch

Junior High Workshop

J. Gordon Pfleiger, Principal of the Cope-Kulp Schools, has been holding a monthly Koffee Klatsch for interested parents. A presentation by a member of the school staff is usually followed by a question and answer period when parents can obtain information about any details of the schools' operation or program. The next Cope-Kulp Koffee Klatsch is scheduled for Monday, January 12, 1976 at 9:30 A.M. in the Cope Elementary School. You are invited! Shown in the picture above are: Standing (left to right) Paul Bingaman, Linda Bullard, Ellen Ott, Lynda Calkins, J. Gordon Pfleiger - Seated (left to right) Josephine Jansson, Ruth Broadbent, Lizette Godshall, Mary Lou Quartz, Elaine Keating, Phylis Chiappone.

Communication between home and school during the junior high school years is extremely important. In the spring of this year a group of parents who were concerned about maintaining contact with their school approached Edward Mikolaitis, Junior High School Principal. They were seeking an alternative to the familiar PTA which no longer served the needs of parents with children in junior high. As a result of these meetings a Parents' Council was formed and the counseling staff, Gary Newkirk and Lorraine Smith, became involved with the parents in the development of a parents' workshop.

The six week workshop allowed a limited number of parents and the counselors to come together for two hours each Wednesday evening for the sharing and discussion of some of the perils and problems of early adolescence. The wide range of topics included communications skills, values conflicts, anger, discipline, home-school cooperation, adolescent psychology, and school resources. Questions about or suggestions for future workshops or Parents' Council activities are always welcomed. Please contact the Junior High School at 287-7861.

Shown in the above photo (left to right) are: Joan White, Doris Swanson, Lili Walters, Patricia Bushnell, William Bushnell and Sarah Hershberger.

A good start in school is all-important. To give continued help to parents of children who attended the summer pre-kindergarten program, Helen T. Nelson, Home and School Visitor, organized a series of five programs. The first one dealt with getting ready for kindergarten and explained the kindergarten program. Other sessions covered reading, speech and hearing, nutrition and guidance.

The pre-kindergarten program, the basic skills program in junior and senior high schools and the services of the Home and School Visitor have all been supported by Federal funds under Title I of the Elementary and Secondary Education Act. A meeting of the Title I Advisory Council, open to anyone interested, will be held on Thursday, January 8, 1976 at 2:30 P.M. in the multi-purpose room of the Cope Elementary School in Schwenksville.

Let There Be Music!

Perkiomen Valley can be justly proud of its Music Department and of the accomplishments of its students in the field of music. John D. Charles, Choral Director, has announced that three members of the Senior High Chorus have been selected to take part in the District Chorus which will present a Concert Festival at William Tennent High School, Warminster, Bucks County on January 15, 16 and 17, 1976. For tickets please contact John Charles, Choral Director.

Shown in the photo are left to right: Ruth Forrest, Glenn Seymour, Karen Richter and John Charles

Physical Education Program at Skippack Wins Recognition

Michael E. Friedberg, Principal of Skippack Elementary School, has been notified by Capt. James A. Lovell, Consultant to the President on Physical Fitness and Sports, that Skippack Elementary School has been selected as a Demonstration Center School. Skippack will serve as a model to other schools and communities wishing to observe outstanding physical education with an emphasis on physical fitness.

Bicentennial Programs Continue

Lee Manning and Michael Romasco

Perkiomen Valley School District was one of only five Montgomery County school districts to prepare a special Bicentennial Exhibit to present at the Third Annual Book and Materials Exhibit held at North Penn High School in November. Our display, prepared by Charles R. Steitz, Jr. and Frank Eld, of the faculty of Perkiomen Valley Junior High School, illustrated many of the materials used in Perkiomen Valley Schools to introduce the pupils to our Country's history. A booklet describing the programs used in each grade was distributed to visitors to the exhibit.

Bicentennial activities planned for January in Perkiomen Valley Elementary Schools include the following:

At Skippack,Mrs. Evans' second grade expects to make Colonial dioramas. Mrs. Greco's class hopes to build a Colonial community.

At Collegeville-Trappe, the kindergarten will learn singing games. The first grade will conduct a Colonial school day. The second grade will continue their Colonial scrapbook, commemorate Benjamin Franklin's birth and make hornbooks. The fifth grade taught by Mrs. Tyson will work on the D.A.R. Essay Contest, make candles and have a demonstration of broom making.

At the Kulp School, Mrs. Struthers' fourth grade will prepare showcases on "Above Ground Archeology" and "Benjamin Franklin". Mrs. Adams' fifth grade will study "People of the Month", discuss "Inauguration Day" on January 20 and,on January 23, the discovery of gold in California and the beginning of transcontinental telephone service. The Schwenksville Elementary School News will publish a special Bicentennial edition. The second, third and fourth grades will take part in the Bell Telephone Bicentennial Art Contest.

A Poet-in-Residence

During the week of January 5, Frank McQuilkin, Assistant Professor of English and Creative Writing at the Camden Campus of Rutgers University, will conduct classes in poetry at Perkiomen Valley High School under sponsorship of the Pennsylvania Council on the Arts.

Beginning on Tuesday, January 6, Mr. McQuilkin will conduct two workshops each day and visit other classes for poetry readings and discussions.

Mr. McQuilkin has received numerous grants and awards for poetry and has attended numerous Writers' Conferences where he studied under James Dickey, Richard Wilbur and William Stafford. He received a Bachelor's degree from St. Norbert College in 1959 and a Master's degree from San Francisco State College in 1969.

Lay Control of the Public Schools

Victoria Joseph

Victoria Joseph, of the Perkiomen Valley School Board, represented Montgomery County on a commission of the Pennsylvania School Boards Association to strengthen local lay control of the public schools. The commission concluded that increased State regulations and mandates in public education have reduced local control of the State's public schools. There were seven reasons for this listed by the commission:

1. School boards nave not challenged the forces affecting their policy-making authority.
2. Reorganization has created larger school districts which have removed the closeness of the home-school partnership of a decade ago.
3. Legislative mandates from Harrisburg have led to more interpretation and regulation of school programs by appointed State agencies.
4. Greater unionization of employees has placed increased restrictions on school governance at the local level.
5. Judicial decisions, including attorney general's opinions and labor board rulings, have also affected the policy-making ability of local school boards.
6. Increased centralized control by State agencies in the performance of educational programs has reduced flexibility at the local level.
7. Increased educational costs, arising from legislative mandates, or from the effect of administrative agency rules and regulations have brought about a more critical public attitude, thus reducing local support for needed educational programs.

The report stated, "If local schools are to remain responsive to local needs and interests, then communities must have the freedom to operate districts within the limits of the laws enacted by the General Assembly".

Thrift Shop - operated by the Central Perkiomen Opportunity Council, is now located in the Bartle Building, next door to the Texaco Station in Schwenksville. The shop is open Monday, Wednesday and Friday from 2 to 4 PM, Friday from 7 to 9 PM and Saturday from 10 AM until Noon. Good used clothing is sold at very reasonable prices.

Best Wishes for a Happy New Year to All Residents of the Perkiomen Valley School District

January 2 - 6:00 PM - Winter Track - Perkiomen Valley at Widener College
January 2 - 6:30 PM - Boys' Basketball - Hatboro Horsham vs. Perkiomen Valley at Ursinus College
January 5 - School Reopens
January 5 - 2:00 PM - Group Discussion for Parents on Speech, Language and Hearing - Collegeville-Trappe Elem.
January 5 - 7:30 PM - Perkiomen Valley Sports Booster Meeting at the Senior High
January 5 - 7:30 PM - Perkiomen Valley Band Parents Meeting at the Senior High
January 6 - 3:30 PM - Girls' Basketball - Pennridge at Perkiomen Valley
January 6 - 6:30 PM - Boys' Basketball - Perkiomen Valley at Upper Perkiomen
January 7 - 9:30 AM - C-T Elem. Koffee Klatsch-Henry Walker, Guidance Counselor, on "The Underachiever"
January 7 - 3:30 PM - Junior High Basketball - Perkiomen Valley at Pottstown
January 8 - 2:30 PM - Title I Advisory Council Meeting in the Cope Elementary School
January 8 - 6:15 PM - Wrestling - Quakertown at Perkiomen Valley
January 9 - 3:30 PM - Girls' Basketball - Upper Perkiomen at P.V.; Junior High Basketball-Spring Ford at P.V.
January 9 - 6:30 PM - Boys' Basketball - Perkiomen Valley at Pennridge
January 10 - 12 M - Winter Track - Perkiomen Valley at West Chester State College
January 10 - 1:00 PM - Wrestling - Perkiomen Valley at Plymouth Whitemarsh
January 10 - 6:15 PM - Senior Winter Ball to be held at Indian Valley Country Club
January 12 - 9:30 AM - Cope-Kulp Elementary Koffee Klatsch at the Cope Elementary School
January 12 - 2:00 PM - Group Discussion for Parents on Speech, Language and Hearing - Collegeville-Trappe Elem.
January 12 - 8:00 PM - Perkiomen Valley School Board Meeting at the Cope School in Schwenksville
January 13 - 3:30 PM - Girls' Basketball - Quakertown at Perkiomen Valley
January 13 - 6:30 PM - Boys' Basketball - Perkiomen Valley at Central Bucks East
January 14 - 3:30 PM - Junior High Basketball - Phoenixville at Perkiomen Valley
January 15 - 6:15 PM - Wrestling - Perkiomen Valley at North Penn
January 15 - 7:30 PM - C-T Elem. Home & School Meeting - Mrs. Panetta's 4th grade to model Colonial Costumes
January 15, 16 & 17 - District Chorus at William Tennent High School in Warminster
January 16 - 3:30 PM - Girls' Basketball - Wissahickon at P.V.; Junior High Basketball-P.V. at Owen J. Roberts
January 16 - 6:30 PM - Boys' Basketball - Perkiomen Valley at Wissahickon
January 17 - Perkiomen Valley Band Parents' Hoagie Sale
January 19 - 10:00 AM - Home and School Coordinating Council Meeting at the Kulp Elementary Library
January 19 - 2:00 PM - Group Discussion for Parents on Speech, Language and Hearing - Collegeville-Trappe Elem.
January 21 - 3:30 PM - Junior High Basketball - Perkiomen Valley at Boyertown West
January 21 - 3:30 PM - Girls' Basketball - Boyertown at P.V.; Winter Track - Perkiomen Valley at Methacton
January 21 - 6:30 PM - Wrestling - Perkiomen Valley at Spring Ford
January 23 - 3:30 PM - Girls' Basketball - P.V. at North Penn; Junior High Basketball - P.V. at Boyertown East
January 23 - 6:30 PM - Boys' Basketball - North Penn at Perkiomen Valley
January 24 - 9:30 AM - Winter Track - Perkiomen Valley at University of Pennsylvania
January 24 - 6:15 PM - Wrestling - Perkiomen Valley at Souderton
January 27 - 3:30 PM - Girls' Basketball - Souderton at Perkiomen Valley
January 27 - 6:30 PM - Boys' Basketball - Perkiomen Valley at Souderton
January 28 - 3:30 PM - Junior High Basketball - Pottsgrove at Perkiomen Valley
January 29 - 6:30 PM - Girls' Basketball - Perkiomen Valley at Central Bucks West
January 30 - 3:30 PM - Junior High Basketball - Pottstown at Perkiomen Valley
January 30 - 6:30 PM - Boys' Basketball - Central Bucks West at Perkiomen Valley
January 31 - 6:15 PM - Wrestling - Perkiomen Valley at Upper Perkiomen

Robert W. Cope, Editor - Member of Educational Press Association of America
Perkiomen Valley School District
Box 338, Schwenksville, Pa. 19473

Non-Profit Org.
U.S. Postage PAID
Schwenksville, Pa.
Permit #10

APPENDIX G

EXAMPLE OF LOCAL DISSEMINATION

(THIRD PAGE OF NEWSLETTER)

PERKIOMEN VALLEY SCHOOL NEWS

Superintendent - Dr. U. Berkley Ellis Assistant Superintendent - Robert W. Cope
Volume VII, No. 4 December 1975

Newly Elected School Board Members

Joseph F. Becek, Jr.

James T. Grove

Richard B. Schlick

Joseph F. Becek, Jr., originally of Ambridge, Pennsylvania, has lived in the Perkiomen Valley for the past six years. A graduate of Carnegie Mellon University, with a Bachelor of Science degree in Physics, Mr. Becek has completed course work for a Master of Science in Engineering Science at Pennsylvania State University.

Mr. Becek served two years on active duty with the U.S. Army as Signal Corps Officer at Fort Huachuca, Arizona. He is currently a First Lieutenant in the U.S. Army Reserve.

Mr. Becek is employed by the General Electric Space Division as an Electrical Systems Engineer in Advanced N.A.S.A. Programs. He is a member of the G.E. Speakers Bureau serving a public relations function for the Company.

In his spare time Mr. Becek plays a piano in a four piece dance combo. He is also Musical Director of the King of Prussia Players, an amateur theatrical group.

Mr. Becek and his wife, the former Kathryn Karcher, live on Stratford Avenue, Collegeville. They have one son, Christopher, age three.

James T. Grove, a former President of the Schwenksville Parent Teacher Association, has lived in the Perkiomen Valley for twenty years. Two children are now in college, Sandra at Kutztown State and Joel at Maxwell Institute. Dawn is in grade nine in Perkiomen Valley Junior High School and Alan is a sophomore in the Senior High.

A native of Center County, Pennsylvania, Mr. Grove, served two years in the U.S. Marine Corps. He is now an insurance agent representing State Farm Insurance Companies with an office in Schwenksville.

When he is not occupied with the insurance business or church work, Mr. Grove enjoys hunting and golfing.

Mr. Grove and his wife, the former Virginia Hillegas, live on Little Road, Zieglerville, with their four children.

Richard B. Schlick was first elected to membership in the Perkiomen Valley School Board in1969. A graduate of Schwenksville High School and Ursinus College, Mr. Schlick served three years in the U.S. Army Intelligence Corps in Orleans, France. At present he is a science teacher in Methacton Junior High School.

Mr. Schlick also serves the community in addition to his school board membership, as Zoning Officer and Building Inspector for the Borough of Schwenksville, as member of the Schwenksville Fire Company and as local and district committeeman for the Boys Scouts of America. In 1974 he was honored by the Perkiomen Valley Jaycees for his community service. In his leisure hours he enjoys travel, tennis and swimming and coaches track.

Retiring From the Board

Robert F. McGinley, Sr. was sworn in as a member of the Perkiomen Valley School Board in November 1974, to fill the vacancy created by the resignation of Chester J. Knickerbocker. Although he has served only one year, Mr. McGinley has taken an active interest in the construction of the new high school. He has also served on the Board's Business Committee. In addition to his School Board membership, he belongs to the Skippack Lions Club, Philadelphia Chamber of Commerce and the National Cable Television Association. He is President of Cablevision of Pennsylvania, Inc. He and Mrs. McGinley, the former Jeannette Estock, have three sons, Richard at Pennsylvania State University, Glen in 11th grade at Perkiomen Valley High School and Robert, Jr., in 8th grade at Perkiomen Valley Junior High School. They live at Squire Hollow Farm in Skippack Township.

Retiring from School Board Service

Clarence W. Huling, Jr. will complete twelve years of service on local school boards this month. In this period he served as Secretary and President of the Collegeville School Board and as President of the Perkiomen Joint Board. When the move toward school district reorganization began, Mr. Huling was named Vice-President of the Interim Operating Committee and, on July 1, 1969, Vice-President of the Perkiomen Valley School Board. He was elected President of the Perkiomen Valley Board in December 1972 and has served in that capacity since that time. For the last four years he has also served as Secretary of Montgomery County Intermediate Unit #23.

Mr. Huling was active in the field of education long before he came to the Perkiomen Valley Area. From 1947 to 1950 he was employed as Supervisor of Adult Education by the Lycoming County School Board. He later served for eight years as member and President of the Woodward Township School Board, Lycoming County, Pennsylvania.

A graduate of Pennsylvania State University, Mr. Huling served in the U.S. Army from 1941 to 1946. From September to December 1945 he served in the Army of Occupation in Japan.

Mr. Huling holds an executive position with Collegeville Flag and Manufacturing Company. He and Mrs. Huling, the former Ruth Francis, have two daughters, Sally and Ruth Ann, a son, Stephen, and three grandchildren.

A Farewell Message

I am grateful to the citizens of this district for electing me and giving me this opportunity to learn, to serve and to lead. I can truthfully say I have thoroughly enjoyed my twelve years as school director. Over this period of time I have been privileged to serve with fine, truly dedicated men and women all trying, each in his or her own way, to do the "right" thing by the children and the taxpayer. I'm particularily grateful to the administration whose dedication and educational challenges have been the key ingredients to progress.

The Boards over these years have continually striven to meet the challenging needs of our students and times and yet tried to keep a firm realization of what the district could afford. Somewhere between the two desires would be the middle road which left neither group entirely happy or satisfied. Thus, serving on a School Board is a rather lonely experience. The above is equally true today of relations between the Professional Association and the Board. Gone are the days when salary discussions were friendly, amicable meetings that had some degree of satisfaction and appreciation. Today we must by law negotiate and when the final agreement comes, neither side is happy and the Board continues its lonely walk.

It would be nice to list here accomplishments and achievements over the years, but I'm afraid the individual footprints in the sands of time are really not very lasting. I'd like to think that over these years the Board has improved the quality of the education which our system offers. We have tried to obtain input from the faculty, as well as from the administration, on areas for improvement and to evaluate the curriculum, and teaching methods. The Board desires to meet the needs of our special children, and to maintain curriculum offerings varied enough to hold the interest of all students.

Buildings, teaching materials, in-service training, and all the rest do not by themselves make a school. The key ingredient in all this is the teacher. Persons who love to teach and are dedicated to helping our youth are the "good teachers". We, at Perkiomen Valley, can be justly proud of our faculty which consists overwhelmingly of "good teachers". I consider my associations with members of the faculty among the most rewarding. I'm sure that we have a mutual respect for each other and are keenly aware of the problems and the rewards each faces from day to day.

The most frustrating service I've gone through was the three years of futile endeavor to maintain the original county plan for merging school districts. In turn, the most rewarding service I've had has been serving on the Intermediate Unit Board. This Unit coordinates the endeavors of the 21 school districts of Montgomery County. The areas include providing special education for the handicapped and vocational education in four centers and maintaining a film service along with many more functions.

It would be nice to think that we had arrived at some leveling off place in the quest of our district's goals, thus a proper and fitting place to leave. The problems, the exhilarating quest for educational goals, have gone on for over a 100 years and will continue. The quest is like the horizon, no matter what giant steps you take toward it, the distance away never diminishes. So the new Board faces real problems all new, each unto itself and we can be confident that the nine members will accept the challenge and find the best possible common ground for solutions.

What we now call "local control" of our schools is constantly being eroded by the State Legislature and by Congress, I urge the citizens to rise to the challenge. Apathy is our common enemy. An informed community is by far the best. Secondly, I urge interested men and women to volunteer to serve on the Board's recently established lay committees. These will cover a wide range of subjects. Politically the area always needs capable persons to subject themselves to the election process to become board members. Thirdly, I urge all persons to encourage the Board to accept the community challenge to create in our new high school a Community Center, a Center in which we all can take pride, where we can find a sense of community identification so that from this source the Perkiomen Valley can unite as one to face each day's new problems and challenges.

Clarence W. Huling, Jr.

The New Perkiomen Valley High School

The school administration expects to complete the move of the tenth, eleventh and twelfth grades into the new high school in time for classes in January. Final announcements in regard to the shift and the revision of bus schedules will have to be made as the time draws nearer. Present plans call for the ninth grade to remain at the junior high school in Schwenksville this school year.

When the new high school opens, the boys and girls of the Perkiomen Valley will have a better educational facility than they have had for some years. The classrooms, laboratories, gymnasium, swimming pool and athletic fields have been designed to provide an adequate physical plant for an uptodate educational program. The 1,050 pupils, expected in grades 9 to 12 in September 1976, will be comfortably accommodated without the necessity of extended sessions as in the senior high school at present.

A committee to plan a dedication program for the new school has been appointed, including students, staff, school board, administration and local citizens. Clarence W. Huling, Jr. will serve as Chairman. Plans will be announced as soon as they become definite.

Christmas Programs

The annual Christmas Programs provide an opportunity for our students to share with parents and public their achievements in music as they commemorate the holiday. Five concerts are planned.

December 11 - 7:30 PM - Cope-Kulp in Junior High Gym
December 13 - 8:00 PM - Senior High
December 16 - 7:30 PM - Skippack
December 18 - 7:30 PM - Collegeville-Trappe
December 19 - 7:30 PM - Junior High

You are cordially invited to attend as many of these programs as you can fit into your schedule. You will enjoy them.

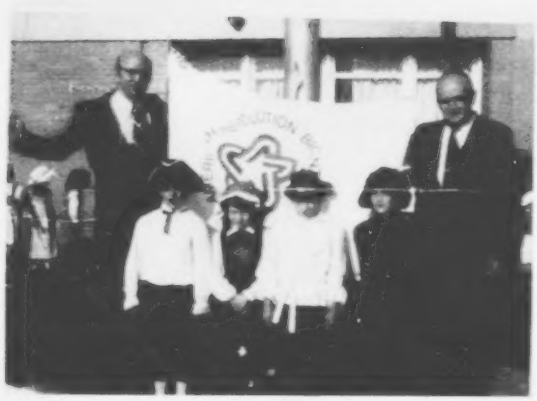
The above photo shows a group of students in the Kulp Elementary School preparing for their Christmas Concert with their teacher, Mrs. Margot Richter. Standing (left to right): Sandy Ness, Robin Santee, Julie Lewis and Brenda Hershberger. Seated (left to right): Barbara Savitsky, Debbie Spencer, Pam Conrad and Cindy Gaul.

Group Discussion for Parents on Speech, Language and Hearing

Speech clinicians, Betsy Montileone, Priscilla Schoonover and Susan Gluck are inviting all parents in the Perkiomen Valley School District to attend a series of parent discussion groups related to speech, language and hearing disorders in the public school.

You will be welcomed at the Audiovisual Room of the Collegeville-Trappe Elementary School at 2:00 PM on the following Mondays: December 1, 8, 15 and 22 and January 5, 12 and 19.

Pictured in the photo are the speech clinicians and several of the parents who attended the first meeting (left to right): Susan Gluck, Marguerite Eastwood, Betsy Montileone, Ann Hager and Lida McManus.



The Bicentennial in Our Schools

Pictured is the flag-raising held at the Cope Elementary School on "1776 Day" when many pupils and teachers wore Colonial Costumes and the Bicentennial Flag was raised beneath the fifty-star flag. In the photo (left to right): J. Gordon Pfleiger, Principal of the Cope-Kulp Elementary Schools, Drew Maerz, Cindy Broadbelt, Tom Olson, Denise Young and Robert W. Cope, Assistant Superintendent of Schools. Similar ceremonies have been held in each of the Perkiomen Valley Schools.

Other observances of the Bicentennial are constantly developing. Marcia B. Richardson, Food Service Director, has announced plans to serve a Bicentennial menu at least once each month and to furnish teachers with a lesson plan to accompany each menu.

The Music Department, in addition to the Christmas Programs, will be observing the Bicentennial all year long. Music classes in both elementary and secondary schools will feature American music from that of the North American Indians down to the present.

Square Meal Project - The Square Meal Project of the Opportunity Board of Montgomery County will provide information on the Food Stamp system and literature and information on all aspects of nutrition to anyone requiring this kind of help. For information call Susan Mazor, on Tuesdays and Thursdays at 489-3009.

Coming Events

December 1 - 7:30 PM - Perkiomen Valley Sports Booster Meeting at the Senior High
December 1 - 7:30 PM - Perkiomen Valley Band Parents Meeting at the Senior High
December 2 - 3:30 PM - Winter Track - Polar Bear Meet at Norristown
December 2 - 6:30 PM - Boys' Basketball - Spring-Ford vs. Perkiomen Valley at Ursinus College
December 2 - 8:00 PM - School Board Reorganization Meeting, Cope School, Schwenksville
December 4 - 6:30 PM - Boys' Basketball - Methacton vs. Perkiomen Valley at Ursinus College
December 4 - 6:30 PM - Wrestling - Perkiomen Valley at Pottsgrove
December 4 and 5 - Mini Bazaar sponsored by the Skippack Elementary Home and School
December 5 - 3:30 PM - Girls' Basketball - Perkiomen Valley at Methacton
December 6 - 6:30 PM - Boys' Basketball - Perkiomen Valley at Twin Valley
December 8 - 9:30 AM - Cope-Kulp Koffee Klatsch at Cope School - Topic: Reading - All interested persons invited
December 8 - 8:00 PM - School Board Meeting in Cope School, Schwenksville - Report on: "Health Careers"
December 9 - 9:00 AM - 8th grade Assembly - Questers "Pasttimes and Holidays of Pennsylvania Germans"-Jr. High
December 9 - 2:45 PM - Citizens' Committee to Recommend Goals for Elementary Students in Health - Cope School
December 9 - 3:15 PM - Girls' Basketball - Pottsgrove at Perkiomen Valley
December 9 - 3:30 PM - Winter Track - Polar Bear Meet at Norristown
December 11 - 6:15 PM - Wrestling - Pennridge at Perkiomen Valley
December 11 - 7:30 PM - Cope-Kulp Elementary School Christmas Concert in the Junior High
December 12 - 3:30 PM - Girls' Basketball - Perkiomen Valley at Phoenixville
December 12 - 6:30 PM - Boys' Basketball - Wissahickon vs. Perkiomen Valley at Ursinus College
December 12 - 8:15 PM - Messiah Christmas Concert - Bomberger Hall, Ursinus College
December 13 - 6:30 PM - Wrestling - Methacton at Perkiomen Valley
December 13 - 8:00 PM - Senior High Christmas Concert
December 16 - 3:30 PM - Winter Track - Polar Bear Meet at Norristown
December 16 - 3:30 PM - Girls' Basketball - Perkiomen Valley at Souderton
December 16 - 6:30 PM - Boys' Basketball - Perkiomen Valley at North Penn
December 16 - 7:30 PM - Skippack Elementary School Christmas Concert
December 18 - 6:15 PM - Wrestling - Central Bucks West at Perkiomen Valley
December 18 - 7:30 PM - Collegeville-Trappe Elementary School Christmas Concert
December 18 - 7:30 PM - State Police vs. Faculty Basketball Game - Junior High - Benefit for Student Loan Fund
December 19 - Cope-Kulp Elementary Schools Christmas Bazaar sponsored by the Home and School
December 19 - 6:30 PM - Boys' Basketball - Souderton vs. Perkiomen Valley at Ursinus College
December 19 - 7:30 PM - Junior High School Christmas Concert
December 20 - 12:00 M - Winter Track - Perkiomen Valley at Haverford
December 23 - 3:30 PM - Winter Track - Polar Bear Meet at Norristown
December 23 - 3:30 PM - Girls' Basketball - Pottstown at Perkiomen Valley
December 23 - 6:30 PM - Boys' Basketball - Perkiomen Valley at Central Bucks West
December 24 to January 4 (inclusive) - Christmas Holidays - MERRY CHRISTMAS
December 27 - 12:00 M - Winter Track at West Chester State College
December 27 and 29 - Girls' Basketball Tournament at Souderton
December 30 - 3:30 PM - Winter Track - Polar Bear Championship Meet at Norristown
December 30 - 6:30 PM - Boys' Basketball - Perkiomen Valley at Quakertown

Robert W. Cope, Editor - Member of Educational Press Association of America

Perkiomen Valley School District
P.O. Box #338
Schwenksville, Pennsylvania 19473

Non-Profit Org.
U.S. Postage
1.7¢ PAID
Schwenksville, Pa.
Permit #10

APPENDIX H

EXAMPLE OF LOCAL DISSEMINATION

(FIRST PAGE OF NEWSLETTER)

PERKIOMEN VALLEY SCHOOL NEWS

Superintendent - Dr. U. Berkley Ellis — Assistant Superintendent - Robert W. Cope
Volume VII, No. 3 — November 1975

Gordon Geissler and Clarence Huling

A Contract is Signed

On October 13, 1975, Gordon Geissler, President of the Perkiomen Valley Education Association and Clarence W. Huling, President of the Perkiomen Valley School Board, signed a contract, negotiated under Act 195, covering the services of the teaching staff during the year 1975-1976. The contract provides a starting salary of $9,100 and an overall increase in salary of 7.9% as well as improved fringe benefits: thirty additional days at half pay of extended sick leave in the case of a disastrous illness; an increase in term life insurance from $10,000 to $12,000; medical insurance with the board paying 95% of the cost for the employee and 90% of the cost for dependents; retirement benefits of $10 per day for a maximum of seventy-five days of unused sick leave, increased from fifty days; an increase from $8 to $9 per hour for homebound instruction; rates for the sponsorship of co-curricular activities of $35 per unit on a revised scale of unit values, an adjustment rather than an increase.

Perkiomen Valley High School

At the October meeting of the Perkiomen Valley School Board, David A. Cornish, Chairman of the Operations Committee, announced that the school district hopes to take possession of the new high school building on December 1. Once the building is turned over to the school district, however, a vast amount of work remains to be done before the school can be occupied by students and staff. The structure will have to be thoroughly cleaned before the furniture and equipment necessary for regular operation can be moved in. Determination of the date when actual school sessions will begin in the new high school is a decision which cannot be made at this time but our target date is January 5, 1976.

Parent Discussion Group

Speech clinicians, Betsy Montileone, Priscilla Schoonover and Susan Gluck are inviting all parents in the Perkiomen Valley School District to attend a series of parent discussion groups related to speech, language and hearing disorders.

Groups will meet to discuss (a) speech and language development in children, (b) speech, language and hearing services available in Montgomery County, (c) detection of and therapy for children with speech, language and hearing disorders, (d) methods for parents in working with their children at home.

The group meeting will begin Monday, November 3, 1975, at the Collegeville-Trappe Elementary School in the Audio-Visual Room from 2:00 P.M. until 3:00 P.M. Meetings will continue on a weekly basis for approximately nine weeks. Refreshments will be served and babysitting services will be available.

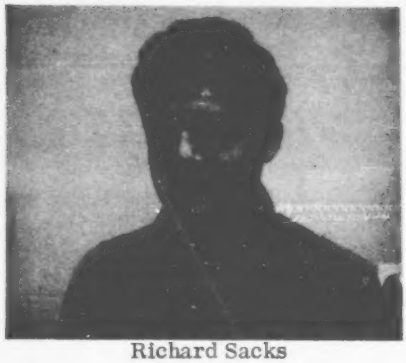
Merit Scholarship Contest

Three members of the senior class of Perkiomen Valley High School have been recognized for high standing in the National Merit Scholarship Contest. Scott Shoffner has attained the rank of semi-finalist while Kevin Fagley and Miriam Pearson received "Commendations" from the National Merit Scholarship Corporation.

Scott Shoffner is the son of Mr. and Mrs. Robert G. Heist, Chestnut Street, Collegeville. His outstanding scholastic achievement has not prevented him from taking part in school activities. The list is impressive: chorus, ensemble, band, cross country, track, junior class play, computer class, science fair, Optimist Club Speech Contest, Keystone Boys' State and the Penn State Scholars Program.

After further testing and the filing of a detailed application, Scott may qualify for a National Merit Scholarship.

Scott Shoffner



Richard Sacks

Youth Traffic Safety

Richard Sacks, of the senior class, represented the Perkiomen Valley High School Branch of the Youth Traffic Safety Council at the Governor's Youth Traffic Safety Council Statewide Conference in Harrisburg. Richard also attended the Montgomery County Youth Traffic Safety Council Conference along with Karen Cressman, Jean Rosewarne, John Rahm and Kreg Ulery.

The Youth Traffic Safety Council, commissioned by Governor Shapp in 1972, is composed of teen-agers throughout the State who are interested in highway safety.

Theodore Budnovitch is the faculty sponsor of the Perkiomen Valley High School Branch of the Council.

Citizens' Advisory Committees

A school district, if it is to serve effectively the community which supports it, cannot operate in a vacuum. The interests and aspirations of the community for its children must be established in terms of goals or objectives before they can be translated into curricular programs by professional educators.

In the recent past, the School Board has organized informal citizens' groups to provide suggestions for meeting certain problems. Such a group helped to develop a new elementary report card several years ago. Numerous groups were formed to advise the School Board in regard to planning various areas in the new Perkiomen Valley High School. Lay advisory committees are a regular part of the planning of vocational programs.

In the months ahead the Perkiomen Valley School Board plans to establish a number of Citizens' Advisory Committees to provide input from the community to guide the Board in developing school programs. In guidelines for Citizens' Advisory Committees, approved by the School Board in October, these factors were stressed:

Citizens' Advisory Committees are asked to make recommendations based on the best interests of the children of the district.

Cost of implementation of recommendations must be considered.

Recommendations must be given to the Board before they are released to any other person.

The advisory group is not charged with setting policy as this is a Board responsibility. The Board will give careful consideration to the recommendations but they shall not be viewed as mandates.

The first Citizens' Advisory Committee to be established will be asked to recommend "A Comprehensive Physical Education Plan for the Perkiomen Valley School District to Implement the Pennsylvania State Board Guidelines".

An additional committee will be asked to recommend a philosophy and goals for the Perkiomen Valley School District. A third committee will be given the task of proposing an elementary school health program.

Citizens of the school district who are interested in the possibility of serving on a Citizens' Advisory Committee are asked to send their names to the Office of Superintendent of Schools U. Berkley Ellis, Box 338, Schwenksville.

The Class of 1976

The Senior Class is making plans for the Winter Ball, to be held on Saturday, January 10, 1976 at the Indian Valley Country Club. The 1976 Yearbook is also in preparation. Harry Lawson is faculty adviser.

Perkiomen Valley High School Class of 1976 Officers (In photo-left to right) are: Sue Simons, Treasurer; Eric Offner, Vice-President; Tim Goff, President; Gwen Thorpe, Secretary.

The School Lunch Program

It has come to my attention that a part of our school lunch program is not quite understood by parents and students. If you should have questions concerning our lunch program, please feel free to contact me at the Food Service Office, and I shall be happy to discuss them with you.

Two of the most recent questions are as follows:

1. Q. Why is chocolate milk not served on the Type A platter, as well as white milk?
   A. Chocolate milk costs more than white milk and in order to keep the cost of the Type A platter at 45¢, it is necessary to serve white milk.
2. Q. Why can't students eligible for free lunch purchase a'la carte items with their tickets?
   A. Only the Type A lunch is reimbursed from Government funds and is therefore part of the free lunch program.

Marcia B. Richardson, Food Service Director

Cancellation of Sessions

Parents of both public and non-public students are advised to listen to radio stations for announcement of the closing of the Perkiomen Valley School District. The code number for Perkiomen Valley School District #317 will be used on Philadelphia radio stations - 5317 will indicate that schools will be opening one hour late and 6317 will indicate a two hour delay in opening. Local stations, WNAR, WPAZ and WNPV will use the district name.

When schools are closed in the Perkiomen Valley School District because of bad roads or inclement weather, no transportation for public or non-public students will be provided or reimbursed.

When the public schools in any district in which a private school is located are closed or when the public schools are closed in a district through which buses must pass, no transportation will be provided even if Perkiomen Valley Schools are open.

Pupils and parents must not telephone to schools or school officials to find out whether school sessions are to be held. All telephone lines are needed for emergency calls at such times.

Parents of non-public school students attending schools outside the Perkiomen Valley School District are advised to listen also for the code number of the district within which their child's school is located. Below are the non-public schools, on the left, and the public school districts,on the right, which affect transportation to the non-public schools.

Non-Public Schools	District Through Which Bus Goes
Plymouth Meeting Friends #381 Pennsylvania School for the Deaf #129	Colonial #305 - Norristown #304 - Methacton #316
Kimberton #867 - Valley Forge Christian Day #856	Phoenixville #856 - Spring-Ford #308
Lansdale Catholic #347 - Corpus Christi #422	North Penn #303
Calvary Baptist #390 - Christipher Dock #371 Penn View Christian #378	North Penn #303 - Souderton #309
Perkiomen Prep (never closed)	Upper Perkiomen #331
St. Pius #441 - Hill School (never closed) Wyndcroft School #1155	Pottstown #312 - Pottsgrove #319
Chapel Christian Academy #415	Souderton #309 - Spring-Ford #308

Each non-public school has been requested to notify its students if it should close when their local public school district or the Perkiomen Valley School District is open.

Conditions sometimes arise during a school day which require an early dismissal. In such cases it is often impossible to notify parents in advance. All children should be told what to do and where to go in case they arrive home when no adult is there.

The Bicentennial in Our Schools

The Two Hundredth Anniversary of our Country's Birth is receiving constant attention in our schools. The children at Skippack Elementary School had a visit from an authentic Conestoga Covered Wagon. Fourth graders in Mary Anne Panetta's class at Collegeville-Trappe Elementary School are making their own Bicentennial clothing and one day each week will be set aside as the day each child wears his outfit. Each of the schools has set special ceremonies for raising the Bicentennial flag. The flag-raising at Collegeville-Trappe Elementary School is pictured on the left with Boy Scouts Dean Miller, Wayne Houck, Frank Oberholtzer, Tony Miles, Principal Richard C. Roberts and Superintendent U. Berkley Ellis.

Among the Bicentennial events already scheduled for November are:

November 7 - 8:15 AM - Junior High - BiCen Music presented by Robert L. Hall

November 11 - Senior High - Flag Ceremony with Pep Band

November 13 - 7:30 to 9:00 PM - Open House in Cope-Kulp Schools
Theme: "America's Development"

November 26 - Collegeville-Trappe Elementary Second Grade - Thanksgiving Commemoration
Skippack School Second Grade - Thanksgiving Feast - apple sauce, bread and butter made by children

Basketball Season Tickets

A season ticket plan will again be used for Perkiomen Valley High School home basketball games. Season tickets will be on sale at the High School, starting November 17, at $11.00 for adults and $5.00 for students for admission to eleven home games.

IN MEMORIAM

Fred W. Eurich, a teacher in the local schools since 1936, passed away on October 20, 1975 after an illness of several weeks. Generations of boys who came under his instruction in vocational agriculture and industrial arts will know that they have lost a friend. The Perkiomen Valley Schools have lost a truly professional teacher and a real craftsman. Mr. Eurich is survived by his wife, Marjorie, a teacher in the Cope Elementary School, a daughter, Mrs. Patricia Bjorke, a senior at Indiana University of Pennsylvania, and a son, Christian, a sophomore at Bloomsburg State College.

A Memorial Fund has been established in "Doc" Eurich's name. Contributions may be sent in care of Robert W. Cope, Assistant Superintendent of Perkiomen Valley Schools, P.O. Box 338, Schwenksville 19473. Checks should be made payable to "Schwenksville Area Activity Fund".

Coming Events

November 1 - Cross Country - State Championship - State College
November 1 - 10:30 AM - Junior High Football - Perkiomen Valley at Spring-Ford
November 1 - 2:00 PM - Football - HOMECOMING - Central Bucks East vs. Perkiomen Valley at Methacton Field
November 1 - 4 to 8 PM - Annual Women's Civic Club Turkey Supper in Kulp Elementary School in Schwenksville
November 3 - 3:30 PM - J.V. Football - Perkiomen Valley at Central Bucks East
November 3 - 7:30 PM - Perkiomen Valley Band Parents Meeting at the Senior High
November 4 - Collegeville-Trappe Home and School sponsors Luft Marionette Show
November 4 - 7:30 PM - Perkiomen Valley Sports Booster Meeting at the Senior High
November 5 - 9:30 AM - Koffee Klatch - Collegeville-Trappe Elementary A.V. Room - all interested persons invited
November 5 - 11:00 AM - Ursinus College Forum - "The U.S. Role in the U.N." - Wismer Hall
November 6 - 3:30 PM - Junior High Football - Pottsgrove at Perkiomen Valley
November 7 - 8:00 PM - Football - Perkiomen Valley at Pennridge
November 8 - Perkiomen Valley Band Parents' Hoagie Sale
November 10 - 9:30 AM - Koffee Klatch - Cope-Kulp Elem. Schools - Cope Building - all interested persons invited
November 10 - 3:30 PM - J.V. Football - Pennridge at Perkiomen Valley
November 10 - 8:00 PM - School Board Meeting in Cope Elementary School, Schwenksville - Curriculum Report: Elementary Art Program by Sue Haines and Peg Leister
November 11 - Half-day Classes for grades 1 to 12; Full day Classes for Kindergarten
November 11 - 8:00 PM - Ursinus College Forum - "Man and Energy" - Dr. R. Bruce Lindsay - Wismer Hall
November 13 - 7:30 to 9:00 PM - Open House at Cope-Kulp Schools - Theme: "America's Development"
November 14 - 8:15 PM - Business & Professional Women's Bazaar and Fashion Show by Hess Bros. -Junior High
November 15 - 2:00 PM - Football - Quakertown vs. Perkiomen Valley at Methacton Field
November 16 to 22 - American Education Week (Call your school for details)
November 17 - 3:30 PM - J.V. Football - Perkiomen Valley at Quakertown
November 17 & 18 - Full day Classes - grades 7 to 12; Classes (A.M.)- Conferences (P.M.) - grades 1 to 6; No Classes for Kindergarten - Parent Conferences
November 18 - 7:30 PM - Perkiomen Valley Sports Booster Meeting at the Senior High
November 19 - Full day Classes - grades 7 to 12 and Kdg.; Classes (A.M.) - Conferences (P.M.)- grades 1 to 6
November 19 - District-Wide Report Cards Issued
November 19 - 9:45 AM - Junior High Assembly - "A Medieval Touring Program of Dances and Ballads", presented by the Philadelphia Actors' Theatre
November 19 - 7:30 to 9:30 PM - Junior High Parent-Teacher Conference Night
November 20 - 7:30 PM - Collegeville-Trappe Home and School - Arts and Crafts for Parents and Children
November 24 - 10:00 AM - Home and School Coordinating Council at Skippack Elementary School
November 27 & 28 - Thanksgiving Holidays

Robert W. Cope, Editor - Member of Educational Press Association of America

Perkiomen Valley School District
P.O. Box #338
Schwenksville, Pennsylvania 19473

Non-Profit Org.
U.S. Postage
1.7¢ PAID
Schwenksville, Pa.
Permit #10

APPENDIX I

OFFICIAL STATE-MANDATED SELF-EVALUATION AND ON-SITE TEAM EVALUATION RESULTS OF 1974-1975

PART III

ESEA TITLE III

EVALUATION CHECKLIST

Resume of Program Accomplishments to Date

The program accomplishments to this date have been somewhat limited due to difficulty in securing personnel for this project. As we indicated to the Title III office, the qualifications for the coordinator created a problem. The nature of this project is to develop and field test a parent training program for parents with children having a speech, language, or hearing impairment. Because of the subject matter of this project, we felt that the coordinator's position should be filled with a person with at least a Master's degree in speech, writing skills, and teaching and/or administrative experience. Unfortunately, after extensive interviewing it was found that veteran speech and hearing clinicians were leery of moving into a new position because of their existing salary and tenure considerations. Recent Master's degree graduates were also considered and were likewise hesitant in taking the position, but for a different reason; to engage in private practice, the newly released graduate must obtain the Certificate of Clinical Competence from the American Speech and Hearing Association. To obtain this Certificate the clinician must work under appropriate supervision for about nine months in a relevant, paid position. Since the Project of this grant does not have a direct instructional component as such, most recent graduates shy away from this lack of opportunity to obtain the Certificate. Finally, the Project has not been able to locate any applicants for coordinator who would have the ideal combination of extensive past educational experience as well as having supervisory credentials, mainly because of a shortage of such personnel in general.

While the search continued to obtain qualified personnel for the Project, non-project staff began to gather the pertinent literature and materials needed for this product-oriented project. In this way we have been able to meet the Project objectives with slight modification. The modifications being: (1) no field testing of the programs developed will be possible this fiscal year; and (2) the curriculum developed will be limited to the areas of speech and language with the hearing impaired section to be completed during the next fiscal year. Material for this section will be obtained, but due to the lack of time, will not be written into final form. Consultants have contributed to the material thus far gathered and have assisted in providing further direction to the Project. In-service has been provided to the total speech and hearing staff to prepare them for the Project to be

field tested next year. If implementation is to be successful in the future, the staffs involved must understand the function of the parent training process, thus in-service is paramount.

It is anticipated that during the 1975-76 fiscal year the parent training will begin early in the term for the speech and language groups and mid-year for the hearing impaired groups. This timetable will keep us on schedule for implementations and still allow for time for revision and rewriting. Thus at the end of year two of the Project we will meet the objectives as originally projected. This will be accomplished with only one staff member on a 12-month basis rather than one 12-month employee and one 10-month employee as originally proposed. If assistance becomes necessary to complete our objectives, non-project staff will be utilized as they were this year. The major functions for the 12-month employee, a speech or hearing clinician, will be to write the remaining section, rewrite as necessary, do the presentations, provide in-service along with the consultants and obtain further input from the consultants.

In the limited contact we have had with our local school districts and their parents we feel we have their support. This year we have had a chance to observe in various locations within our districts and describe our program to them. Additionally, we have involved the Project staff in the staff meetings of the regular speech, language, and hearing program. In this way we have disseminated information to the local staffs for them to further disseminate to the district personnel and their caseload parents. Reactions have been favorable to what we are planning.

EVALUATION CHECKLIST

Elementary and Secondary Education Act Title III Project Number 740041I-46

Check one: LEA Montgomery County ~~Intermediate~~ Unit

☐ Regular

☐ Guidance

☒ Handicapped

Person(s) Completing Checklist:

Marshall H. Siegel

A summary of the accomplishments of this Project to this date has been attached to this evaluation form, as difficulties in obtaining personnel have directly influenced the results of this checklist.

Numerical Scale

(1) Evidence lacking for evaluation
(2) Nothing achieved to date
(3) Partially achieved
(4) Noticeable achievement
(5) Completely achieved
(6) Not applicable

GENERAL OBJECTIVES

Project Director		Evaluation Team
6 5 4 3 2 1		6 5 4 3 2 1
☐☐☐☒☐☐	1. To what extent are the objectives of this project measurable.	☐☐☐☒☐☐
☐☐☐☒☐☐	2. To what extent have the local needs been identified?	☐☐☐☒☐☐
☐☐☐☒☐☐	3. To what extent have the objectives of this project met the identified needs?	☐☐☐☒☐☐
☐☐☐☐☐☒	4. To what extent are community needs being met as identified in the original proposal?	☐☐☐☐☐☒
☐☐☐☒☐☐	5. To what extent is statistical data emerging that will aid other professionals in making educational decisions? (e.g., administrators, counselors, etc.)	☐☐☐☐☐☒
☐☐☐☐☐☐	6. To what extent has the program met the needs of the teachers? (e.g., materials, etc.)	☐☐☐☐☐☒

CALENDAR OBJECTIVES

Project Director (6 5 4 3 2 1)		Evaluation Team (6 5 4 3 2 1)
☐☐☐☒☐☐	1. To what extent have program materials pertinent to this project been developed and distributed as scheduled?	☐☐☐☒☐☐
☐☐☐☒☐☐	2. To what extent was personnel available when needed to conduct the project?	☐☐☐☒☐☐
☐☐☐☒☐☐	3. To what extent have program objectives been met in accordance with preconceived deadlines?	☐☐☐☒☐☐
☐☐☒☐☐☐	4. To what extent has the project been able to meet financial obligations on time?	☐☐☒☐☐☐

IN-SERVICE

☐☐☒☐☐☐	1. To what extent are teachers receiving professional training on new approaches to teaching?	☐☐☒☐☐☐
☐☐☒☐☐☐	2. To what extent do the programs meet the needs of the staff?	☐☐☒☐☐☐

DISSEMINATION

☐☐☐☒☐☐	1. To what extent is the method of dissemination sufficient to promote local knowledge and benefits of the project?	☐☐☐☒☐☐
☐☐☐☐☐☒	2. To what extent is the information clearly stated with a particular audience in mind?	☐☐☐☐☐☒
☐☐☐☐☐☒	3. To what extent does the information present a true picture? Fair coverage should be given to both problems and achievement in the program.	☒☐☐☐☐☐
	4. To what extent does the information reach all of the intended beneficiaries?	
	Via:	
☐☐☐☐☒☐	a. News media	☐☐☐☐☒☐
☐☐☐☐☒☐	b. Brochures	☐☐☐☐☒☐
☐☐☐☐☒☐	c. Films, filmstrips, tapes, etc.	☐☐☐☐☒☐
☐☐☐☒☐☐	d. Written reports	☐☐☐☒☐☐
☐☐☐☐☒☐	e. Dissemination studies	☐☐☐☐☒☐
☐☐☐☐☒☐	f. Conferences	☐☐☐☐☒☐
☐☐☐☒☐☐	g. Lectures	☐☐☐☒☐☐
☐☐☐☐☒☐	h. On-Site demonstrations	☐☐☐☐☒☐

Project Director 6 5 4 3 2 1		Evaluation Team 6 5 4 3 2 1
☐☐☐☐☒☐	i. Arranges visits	☐☐☐☐☒☐
☐☐☒☐☐☐	j. Personnel interchanges	☐☐☒☐☐☐
☐☐☐☐☒☐	k. Number of personnel trained by state	☐☐☐☐☒☐
☐☐☐☐☒☐	5. To what extent have the intended recipients responded to the information?	☐☐☐☐☐☒

EVALUATION

6 5 4 3 2 1		6 5 4 3 2 1
☐☐☒☐☐☐	1. To what extent is the amount of money being spent justified by the activities?	☐☐☒☐☐☐
☐☐☒☐☐☐	2. To what extent has the use of the libraries, museums, etc., been increased?	☐☐☒☐☐☐
☐☐☐☐☒☐	3. To what extent has the community interest and involvement increased as a result of the project?	☐☐☐☐☒☐
☐☐☐☐☒☐	4. To what extent are the students performing higher than before the project?	☐☐☐☐☒☐
☐☐☐☐☐☒	5. To what extent are students actively involved in the project and show a positive attitude toward it?	☐☐☐☐☐☒
☐☐☒☐☐☐	6. To what extent has data been collected relative to the project?	☐☐☒☐☐☐
☐☐☒☐☐☐	7. To what extent is there physical evidence of efficient record keeping on students and teachers involved in this project?	☐☐☐☐☐☒

CHANGE IMPETUS

6 5 4 3 2 1		6 5 4 3 2 1
☐☐☐☒☐☐	1. To what extent has the project stimulated professional personnel to investigate and institute desirable changes in the regular educational programs?	☐☐☐☒☐☐
☐☐☐☐☒☐	2. To what extent has the project stimulated school board members to investigate and institute desirable changes in the regular educational program?	☐☐☐☐☒☐
☐☐☐☐☒☐	3. To what extent has the project stimulated parents to investigate and institute desirable changes in the regular educational program?	☐☐☐☐☒☐
☐☐☐☐☒☐	4. To what extent has the project stimulated participating students to institute recommendations for changes in the regular educational programs?	☐☐☐☐☒☐

Project Director		Evaluation Team
6 5 4 3 2 1		6 5 4 3 2 1
☐☐☐☐☒☐	5. To what extent has the project provided evidence of observable behavioral changes in student actions?	☐☐☐☐☒☐
☐☐☐☐☒☐	6. To what extent has the project provided freedom for students and teachers to function in an atmosphere of freedom and experimentation?	☐☐☐☐☒☐